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September 2012

Evaluation of the Philadelphia GEAR UP Partnership Initiative

Findings for Year 3

Submitted To:

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Research and Evaluation



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Executive Summary

The GEAR UP Partnership initiative of The School District of Philadelphia completed the third year of implementation in 2011-12. The GEAR UP program is a six-year federally-funded program that aims at improving college access for low-income students by providing them and their families with a wide array of services and opportunities from middle school through the end of high school.

In Year 3 of the project, the Philadelphia GEAR UP Partnership served a cohort of 4,698 students, including 2,126 students in 26 public middle schools and 2,572 students in eight high schools. This project brings together a number of partners who are strongly committed to improving the educational outcomes of participating youth. The initiative brings together a network of external partners who are highly committed to this goal, including Temple University, the Community College of Philadelphia (CCP), College Board, Philadelphia Youth Network, Philadelphia Higher Education Network for Neighborhood Development (PHENND), and White-Williams Scholars.

In Year 3 of the grant, the Philadelphia GEAR UP Partnership provided a wide array of services, including academic enrichment, and college and career preparation activities for students; professional development and supports for project and school staff; and workshops, individualized assistance, and events for parents and families of GEAR UP students.

The evaluation utilized a mixed-method approach to assess both the implementation and outcomes of the project.

- The implementation study was designed to assess program fidelity and document promising practices, challenges and lessons learned. The implementation study drew from qualitative data sources, including case studies at seven participating middle schools, observations of cross-school activities and interviews with project staff and partners.
- The outcome study was designed to assess the extent to which the project is achieving its objectives of: (1) increasing the academic performance and preparation of students for postsecondary education, (2) increasing the rates of high school graduation and college enrollment, and (3) increasing student and family knowledge about postsecondary options, application and financing. A variety of data sources and methods were used for the outcome study, including: student surveys; an analysis of demographic, program participation, achievement and attendance data; and a review of project documentation.

Next are highlights of the findings from Year 3 of the Philadelphia GEAR UP Partnership initiative.

School and Student Characteristics

In Year 3 of the project, GEAR UP was implemented in 26 high needs Philadelphia public middle schools and eight high schools, serving close to 4,700 students. The GEAR UP cohort is composed of a predominantly minority student population, most of whom are African American (51 percent) or Latino

(34 percent). Approximately one-quarter (22%) of the cohort are classified as students with disabilities while 13 percent are classified as English language learner (ELL).

GEAR UP Participation

- In Year 3 of the grant, 3,981 students participated in one or more GEAR UP activities, representing 89 percent of students in the database. About 752 parents and family members also took part in GEAR UP events and workshops.
- Almost half (47 percent) of the GEAR UP students had medium or high participation (30 percent and 17 percent, respectively). When looking at the number of activities they participated in, results show that students were fairly distributed across the board, with 23 percent of students participating in one activity, 38 percent in two or three activities, and 28 percent in four or more activities.
- Students with lower dosage and students who were involved in fewer or no activities were more likely to be high needs students, including: male, English language learners (ELLs), special education students, below grade level in English and math as measured by their spring 2011 PSSA scores, and have lower school attendance the prior year. This finding points to a need for more active outreach and follow-up with these students in order to insure that they benefit from participation in GEAR UP
- Activity targets (i.e., expected number of students by activity type) were met for most of the activities at the middle and high school levels.
- Results revealed a wide variation across schools. Students participated on average in 36 hours of programming from a low of 2 hours at Smith, to a high of 122 hours at Edmunds. The percent of enrolled students who participated in one or more activities also varied widely from 8 percent at Smith to 100 percent at Arthur, Dunbar, Ferguson and Kearny. Almost three-quarters of the schools (24 out of the 34) served more than 90 percent of the GEAR UP cohort.

Findings from the Implementation Study

Implementation Successes. GEAR UP has successfully transitioned to the eight high schools and most major components of GEAR UP were implemented at each school. Below are some of the successes and accomplishments for the current program year.

- Every school had at least one rostered section of AVID, an intensive college readiness system designed to increase schoolwide learning and performance, being taught every day by a dedicated AVID instructor. There was evidence of several best practices being implemented in AVID classrooms.
- In-class and out-of-class tutoring was available at all eight schools by Education Works, college tutors or City Year volunteers.
- Most ninth graders at each school created and then reviewed their Individualized Learning Plans (ILPs) periodically throughout the school year. The ILPs included goals identified by each student that focused on setting academic benchmarks, behavior changes, or other personal achievements.
- STEM careers and college pathways were being promoted at six of the eight high schools that had an active Robotics Club that met weekly.
- A college-going culture and career awareness is being promoted at all the high schools through guest speakers, career shadowing events, college fairs, promotional events, workshops, and especially trips to post-secondary institutions.

- Site monitors effectively coordinated with parent liaisons at all eight high schools and have used a variety of institutional mechanisms (such as automated letters, phone calls, and scheduled events) to reach out to parents and disseminate information about GEAR UP.
- Site monitors were able to develop effective working relationships with school staff and administrators. Staff and administrators at all eight schools appear to have bought-in to GEAR UP and are supportive of GEAR UP activities.

Implementation Challenges.

- Staff turnover caused by district budget reduction created challenges getting AVID up and running. Furthermore, implementation of Cornell Notes in content classes was not consistent in five schools. Two other schools did not follow the prescribed AVID recruitment protocols and students did not voluntarily enroll in AVID, which created challenges keeping students engaged that were not motivated.
- In some high schools, there were low levels of student utilization of tutoring.
- There was a lack of buy-in towards ILPs, resulting from administrative challenges, technological barriers (forgotten passwords, inability to access student net), and student ambivalence.
- There were low levels of cohort-wide exposure to GEAR UP activities in some of the high schools. Although Philadelphia Freedom Schools made efforts to recruit and organize students in each of the eight high schools, Student Action Committees did not materialize in seven of the eight high schools.

Outcome Findings

One of the main objectives of the Philadelphia GEAR UP Partnership is to provide students with the academic knowledge, skills and competencies they need to succeed in school, college and later in life. To do so, the initiative has put in place a wide range of academic supports for participating students and schools, including tutoring, skills-building activities such as AVID, and afterschool enrichment opportunities, such as robotics. The main accomplishments are highlighted next. It should be noted that PSSA data and grade promotion data were not available at the time this report was written; results will be reported in the Year 4 first quarterly report.

Math Course Completion Rates. Results for Year 3 show that 96 percent of GEAR UP students in eighth grade passed their math courses, which represents a 320 percent increase over the baseline (30 percent passing rate in 2005).

Credits Earned

- Ninth-grade GEAR UP students earned on average 5.2 credits during the 2011-2012 school year (students are expected to earn six credits each year).
- Dosage analyses revealed that students who had higher intensity (dosage) of GEAR UP participation earned, on average, more credits than students in the lower participation groups, after controlling for differences in their spring 2011 PSSA reading scores.
- Regression results show that students' average daily attendance and the number of GEAR UP activities they engaged in were the two strongest, positive predictors of students' credit attainment. The hours of career awareness programming and tutoring, and being female and ELL, were also positive, significant predictors, but their contributions to explaining variance in credit attainment were minimal.

Average daily attendance.

- During the 2011-12 school year, GEAR UP students had an average daily attendance of 88 percent, thus exceeding the 85 percent target established for the grant.
- Students who had participated in GEAR UP the previous year had slightly better school attendance than students who were new to GEAR UP.
- Results also show that the mean ADA varied widely across middle schools from a low of 87 percent at Dunbar to a high of 96 percent at Martha Washington Middle School. At the high school level, the mean ADA ranged from a low of 79 percent at Edison High School to a high of 88 percent at Roxborough High School.

Conclusions and Recommendations

The Philadelphia GEAR UP Partnership initiative is a collaborative effort that brings together multiple partners committed to improving the educational outcomes of almost 4,700 Philadelphia public school students. Results from Year 3 were very positive and show that GEAR UP has reached most of its cohort, providing them with a wide array of services and activities, including rigorous academic programming such as AVID, academic enrichment such as robotics, academic counseling and advising, tutoring, mentoring, and career and college experiences. Implementation findings also revealed that GEAR UP has transitioned successfully into the eight participating high schools; with most components being implemented at each of these schools. Outcome data show that GEAR UP has fully met the performance measures it was set to achieve (for which data were available), including high math course completion rates and average school attendance. Furthermore, the intensity of program dosage was also associated with better achievement outcomes for the GEAR UP high school students.

Based on evaluation findings, Metis and BAI have identified a number of recommendations:

- Strengthen in-school program support by providing school administrators, teachers and counselors with clear and timely information about the goals and specific plans and expectations of the GEAR UP program for the 2012-2013 school year.
- Closely monitor and provide additional AVID technical assistance to the schools that are struggling with student recruitment, maintaining a consistent AVID site team, and rolling out Cornell Notes in content classes. If possible, identify (and train) new staff to support AVID that will not be transferred, reassigned or laid off.
- Increase awareness of available tutoring services, promote available tutoring services to all ninth grade teachers and encourage teachers to offer incentives to students who utilize tutoring services outside of the classroom.
- Engage more staff (such as teachers and Education Works tutors) in the quarterly review of student ILPs to lessen the administrative burden on counselors and to increase the one-on-one time for students to discuss and review their personal goals.
- Improve efforts to effectively implement programs that focus on helping students develop their social and leadership skills, such as the Philadelphia Freedom School Student Action Committees.
- Increase outreach efforts to engage high needs students in GEAR UP activities.
- Review program participation data at the school and activity level to monitor implementation and ensure that activities are being implemented as planned. In addition, the evaluators should continue to provide information as to who is participating in which activities to ensure that all students have an equitable access to the opportunities offered through GEAR UP.

I. Introduction

As it is common in large urban school districts, the School District of Philadelphia serves a large proportion of low-income, first-generation students who often experience numerous challenges as they navigate through the educational pipeline, including low academic achievement and motivation, limited access to rigorous coursework, and a lack of information about postsecondary options, requirements and financing. In 2011, just over half (52 percent) of Philadelphia’s students taking the Pennsylvania System of School Assessment (PSSA) scored at or above proficiency in reading and 59 percent did so in math, which represents an improvement over the last few years (Pennsylvania Department of Education, 2012a). However, 139

Philadelphia schools were not making Adequate Yearly Progress (AYP) toward increasing student test scores under the *No Child Left Behind* (NCLB) standards. In fact, 97 of these schools were in “School Improvement” or “Corrective Action” status due to repeated failure to reach AYP in the past few years (Pennsylvania Department of Education, 2012b). The city’s high school graduation and college acceptance rates draw further attention to the needs of the Philadelphia School District. The four-year “on-time” graduation rate for Philadelphia students for the cohorts of 2004 through 2009 ranged from 49 percent to 56 percent and the six-year rate ranged from 59 percent to 61 percent (Socolar, 2012). And of those ninth-grade students who entered a Philadelphia public school in 1999-2000, 24 percent enrolled in college the first year after high school and only 10 percent of them graduated by summer of 2009 (OMG Center for Collaborative Learning, 2010).

The School District of Philadelphia is deeply committed to providing a high quality education to all its students and ensure they can reach their full potential and has engaged in recent years in numerous efforts to do so, among them the Philadelphia GEAR UP Partnership initiative.

Among the many District efforts currently underway to improve the educational outcomes of Philadelphia students, the Office of Secondary School Reform of the School District of Philadelphia applied for – and was awarded – a six-year the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) federal grant to be implemented from 2009 to 2015. This grant is currently being administered by the Office of Counseling and Promotion Standards. Created in 1998 as part of the reauthorization of the Higher Education Act of 1965, GEAR UP is a national college readiness program that aims to promote equity for low-income students by improving their access to postsecondary education.

In 2011–12, the Philadelphia GEAR UP Partnership initiative completed its third year of implementation and served a cohort of 4,698 students, including 2,126 students in 26 middle schools and 2,572 students in eight high schools. The ultimate goal of the Philadelphia GEAR UP Partnership initiative is to ensure that participating students graduate from high school with the knowledge, skills and preparation needed to gain acceptance to and succeed in a postsecondary institution of their

choosing. The initiative brings together a network of external partners who are highly committed to this goal, including Temple University, the Community College of Philadelphia (CCP), College Board, Philadelphia Youth Network, Philadelphia Higher Education Network for Neighborhood Development (PHENND), and White-Williams Scholars. Research on college access and readiness interventions reveals that the wide array of programming, approaches, and strategies that the Philadelphia GEAR UP Partnership initiative intends to implement over the six-year grant period have been identified as best practices in the field. These include the following: early introduction to college readiness and career awareness interventions, access to rigorous college preparatory curriculum; counseling, support, and guidance provided by peer and adult mentors; and provision of information on college application and financing for students and their families.

Metis Associates, Inc., a national research and evaluation consulting organization, in collaboration with Branch Associates, Inc. (BAI) was contracted as the external evaluator of the Philadelphia GEAR UP Partnership. Metis brings over 35 years of experience in providing technical assistance and professional support for a wide range of human services initiatives that involve program evaluation, policy analysis, data analysis, program development, and data management and data system design activities. Over the years, Metis has worked with hundreds of schools and school districts, state education agencies, foundations, colleges, and universities on diverse projects related to systemic reform of K-12 education. Our extensive experience with stakeholders at all levels of the public school system provides us with an insider's knowledge of the programmatic and administrative operations of public schools. Metis has assembled a highly qualified team of evaluators that has the requisite skills, knowledge and experience to carry out this evaluation.

The evaluation of the Philadelphia GEAR UP Partnership initiative includes an implementation and an outcome study. The implementation study, which is being conducted by BAI, is designed to assess the extent to which the initiative is implemented with fidelity to the program model, as well as to document challenges, best practices, and lessons learned. BAI is a Philadelphia-based organization with more than 17 years of experience evaluating local and national educational initiatives. BAI was involved in the first national evaluation of GEAR UP and several follow-up studies. The outcome study is designed to assess the extent to which the initiative leads to gains in students' academic performance and preparation, high school graduation and college enrollment rates and preparation for the college selection, application and financing processes.

A detailed description of the evaluation design for the outcome and implementation studies is provided in the next section of the report. Section III includes an overview of the characteristics of participating schools and students and a description of the GEAR UP program model as implemented by the School District of Philadelphia. In section IV, we present an assessment of program implementation, overall and by main program component. The report follows in Section V with an assessment of the progress of the initiative in meeting the outcomes it is set to achieve. The report concludes with a brief summary of the findings and a set of recommendations.

II. Evaluation Design

The evaluation is designed to assess both the implementation and outcomes of the Philadelphia GEAR UP Partnership initiative. This section provides an overview of the research questions, methods and analyses conducted as part of the evaluation.

Outcome Study

OUTCOME RESEARCH QUESTIONS

1. To what extent, if any, does the Philadelphia GEAR UP Partnership Initiative increase the academic performance and preparation for postsecondary education of GEAR UP students?
2. To what extent, if any, does the Initiative increase the rate of high school graduation and participation in postsecondary education?
3. To what extent, if any, does the Initiative increase student/family knowledge of postsecondary options, preparation, and financing?

The outcome research questions were framed in terms of the project's three objectives: increasing the academic performance and preparation for postsecondary education for GEAR UP students; 2) increasing the rate of high school graduation and participation in postsecondary education of GEAR UP students; and, 3) increasing GEAR UP students' and their families' knowledge of postsecondary options, preparation and financing. Each of these objectives has a set of specific performance measures that were established for the grant (See Table A1 in Appendix A for the complete list).

To assess progress toward achieving the outcomes of the project, the evaluation utilizes multiple methods to collect quantitative and qualitative data from a variety of sources, which are described below.

- **Literature review.** To provide a context for the Philadelphia GEAR UP project, in Year 1, Metis conducted a literature review on student needs and best practices related to college access and readiness. This information is being used to assess the extent to which the initiative follows research and evidence-based practices as well as to better understand the relationship between services provided and observed outcomes.
- **Student and parent surveys.** Student and parent surveys were developed to assess the extent to which the initiative meets its objective of increasing student and family knowledge of postsecondary options, preparation and financing. The surveys, which were available in both English and Spanish, include a series of questions that are mandated by the US Department of Education, as well as locally-developed items. Metis worked with project staff to administer and collect the surveys from April through June 2012. The parent survey was also mailed to each GEAR UP students' home. Due to the low response rates (50 percent for students and 14 percent

for parents), the surveys will continue to be administered in early fall 2012. The student survey administration efforts will target tenth-grade students in seven of the eight high schools¹ who participated in GEAR UP in Year 3 but did not complete the survey. The parent surveys will be administered in all high schools for all GEAR UP parents who did not complete the survey in the spring. Results from these surveys will be presented in the Year 4 first quarterly report, due in December 2012. Table 1 below shows the survey response rates, overall and by school level.

Table 1: Parent and Student Survey Response Rates

School Level	Student Surveys		Parent Surveys	
	N Completed	Response Rate ¹	N Completed	Response Rate ¹
Middle School	1,007	55.3%	242	13.3%
High School	832	44.8%	269	14.5%
TOTAL (unduplicated)	1,839	50.0%	511	13.9%

¹ Response rates are calculated based on the number of active students in the target grades in GEAR UP schools as of June 2012 (N=3,679).

- Participation database.** To track and support the implementation of the Philadelphia GEAR UP Partnership, Metis developed a web-enabled Microsoft SQL Server database. The database captures student and parent participation data in GEAR UP activities and allows project staff to monitor implementation, assess program fidelity, identify students, schools or activities with low attendance, report data to the US Department of Education and make mid-year corrections. Participation data are also used as part of the evaluation to continuously assess the progress of the initiative in reaching milestones and meeting objectives. In addition, through the use of unique student identification numbers, the database allows the linking of GEAR UP participation to students’ demographic, school attendance and achievement data, thus enhancing the project’s capacity to assess the relationship between program dosage and student outcomes.
- School District of Philadelphia (SDP) data.** Metis obtained student-level data from the SDP Data Warehouse, including information on students’ demographic characteristics, academic performance (e.g., Pre-Algebra and Algebra completion rates, credits earned, and PSSA test scores²), daily school attendance, grade promotion and, in Year 6 of the project, graduation outcomes. Descriptive analyses were conducted to assess the initiative’s progress towards meeting the objectives established for the grant. Once all data are available, a comparison group will be selected using a rigorous matching procedure. Multivariate analyses of achievement data will be conducted to test for differences between GEAR UP students and similar students who do not receive the intervention, after controlling for personal and school characteristics. Results from the impact analyses will be reported in the Year 4 first quarterly report.

¹ One of the high schools had very high response rates and therefore will not be included as part of these efforts.

² Data on PSSA scores were still pending at the time this report was written.

Implementation Study

IMPLEMENTATION RESEARCH QUESTIONS

1. What is the level of school buy-in to GEAR UP? Are school administrators and staff supportive of GEAR UP activities and initiatives?
2. Are all GEAR UP program components fully functioning at the schools?
3. What is the level of student participation in GEAR UP? What is the level of parent engagement in GEAR UP?
4. What aspects of GEAR UP will be sustainable in the middle school when GEAR UP transitions to the high school?³
5. What implementation challenges have occurred at the school?
6. What implementation successes have occurred at the school?
7. What are the promising aspects of GEAR UP implementation?

The qualitative evaluation focuses on the implementation of the GEAR UP Partnership Grant operated by the School District of Philadelphia. Specifically it assesses the program implementation during the 2011-2012 school year at eight high schools: Ben Franklin, Edison, Frankford, Lincoln, Roxborough, South Philadelphia, University City, and Vaux. The goal of qualitative data collection during the 2011-2012 school year was to collect feedback from staff and students at each high school, assess how implementation of GEAR UP was initiated at each high school, and describe:

- Program transition to the eight GEAR UP high schools;
- Staffing assignments of school personnel and GEAR UP staff;
- Recruitment and engagement of students in GEAR UP activities;
- The extent to which all GEAR UP activities are being implemented as planned;
- Common implementation challenges that occurred at the high schools;
- Implementation successes that occurred at the high schools;
- Lessons learned or innovative strategies for implementing GEAR UP activities in the high schools.

Data Collection at the Eight High Schools

In December of 2011, the principal of each high school was sent a letter from the School District's Office of Research and Evaluation informing them that their school had been selected as a data collection site. Each school had a designated researcher from BAI who was responsible for scheduling data collection activities with school personnel and the GEAR UP monitor. Approximately a week after the letter was sent to the principals, BAI researchers began contacting school personnel to schedule visits to the school to conduct interviews and focus groups. With guidance from the schools' GEAR UP monitors and school principals, teachers and counselors who were actively involved in

³ This topic will be assessed in Year 4, once the initiative is no longer implemented at the middle schools.

implementing GEAR UP activities such as AVID were identified to be invited to participate in the interviews. At each of the eight high schools, the following personnel was typically interviewed: the principal (or ninth grade dean); a teacher who served as AVID coordinator; a teacher who served as AVID instructor; ninth grade counselor(s); 2-3 additional ninth grade content teachers; Education Works tutor(s); and the GEAR UP site monitor. In addition to the interviews, one focus group with 8-12 students was conducted at each high school. Staff who participated in interviews also helped identify and recruit students to take part in the focus group at each school. The interviews and focus groups lasted approximately 30-60 minutes and were digitally recorded (with permission of the respondents).

Structured interview and focus group protocols were developed for each type of respondent to generate information on the implementation of all aspects of the GEAR UP program. The *GEAR UP 2012 Ninth Grade Action Plan* was used to develop protocol topics and questions.

Data Analysis and Reporting

Using the transcripts and notes from the interview and focus groups, researchers from BAI developed case study summaries for each of the eight high schools. The case study summaries provide a detailed description of the implementation of each component of GEAR UP at the school, as well as an assessment of the overall successes and challenges of GEAR UP implementation at the school. These case study summaries are available in a separate report.

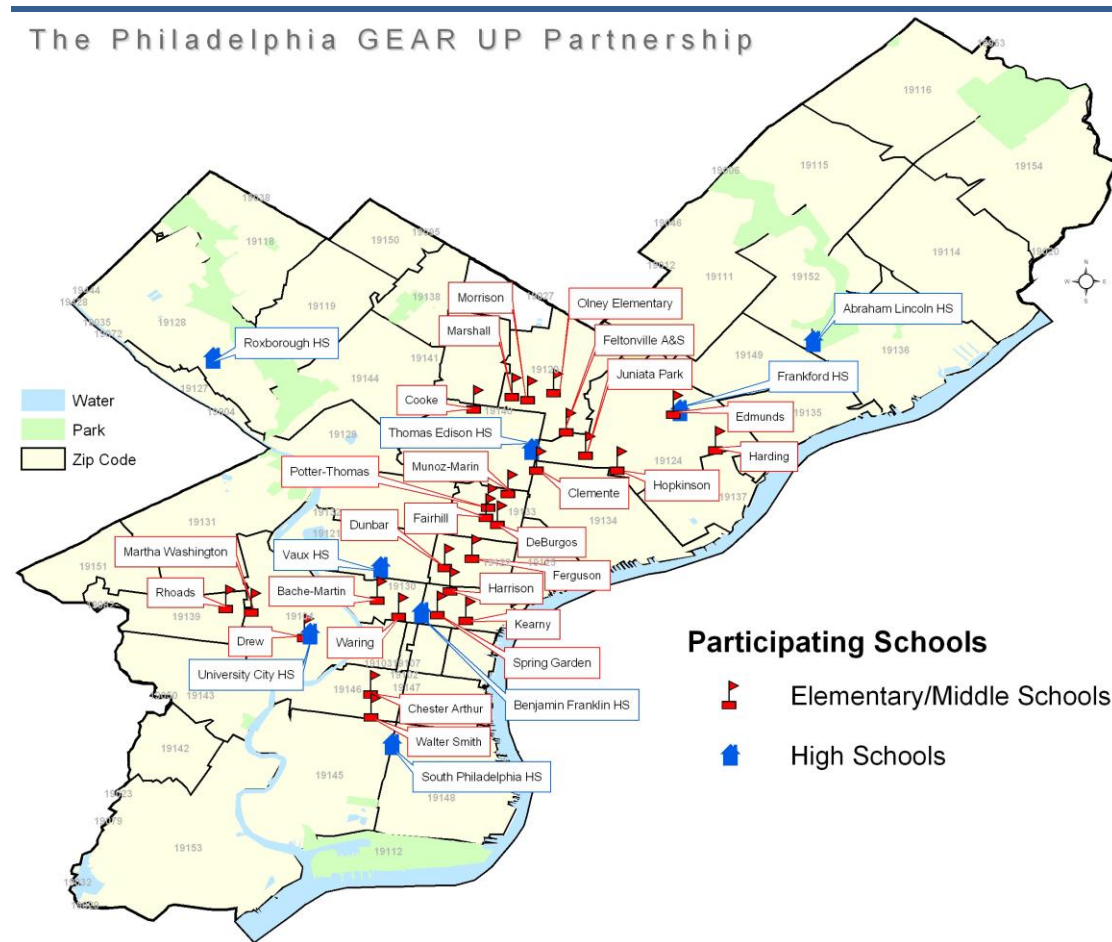
Upon completion of the individual case study summaries, the team of researchers from BAI conducted a cross-site analysis of the case studies to identify important themes and patterns in the overall implementation of GEAR UP at the eight high schools. The first step of the cross-site analysis was a structured debriefing session held by the BAI research team. During this debriefing session, BAI researchers reviewed and discussed findings about the implementation of GEAR UP at each school. Based on the debriefing session, the BAI researchers developed a list of key themes and cross-site findings for each component of GEAR UP programming. The key cross-site themes and findings identified during the debriefing session were then further refined by BAI researchers through a systematic review of the case study summaries, and the interview and focus group transcripts. The implementation evaluation findings are presented in section IV of this report for each GEAR UP program component and as part of the overall findings and recommendations.

III. Program Description

This section provides a detailed description of the Philadelphia GEAR UP Partnership initiative, including the characteristics of the students who participated and a brief description of the various types of activities that were provided to students and families.

GEAR UP Students and Schools. In 2011–12, the Philadelphia GEAR UP Partnership initiative served 4,698 students, including 2,126 students in 26 middle schools and 2,572 students in eight high schools⁴. However, demographic and participation analyses presented in sections III and IV of this report are based on the 4,459 students who participated for any length of time or were enrolled in GEAR UP schools for at least 60 school days. Figure 1 below shows the location of participating schools.

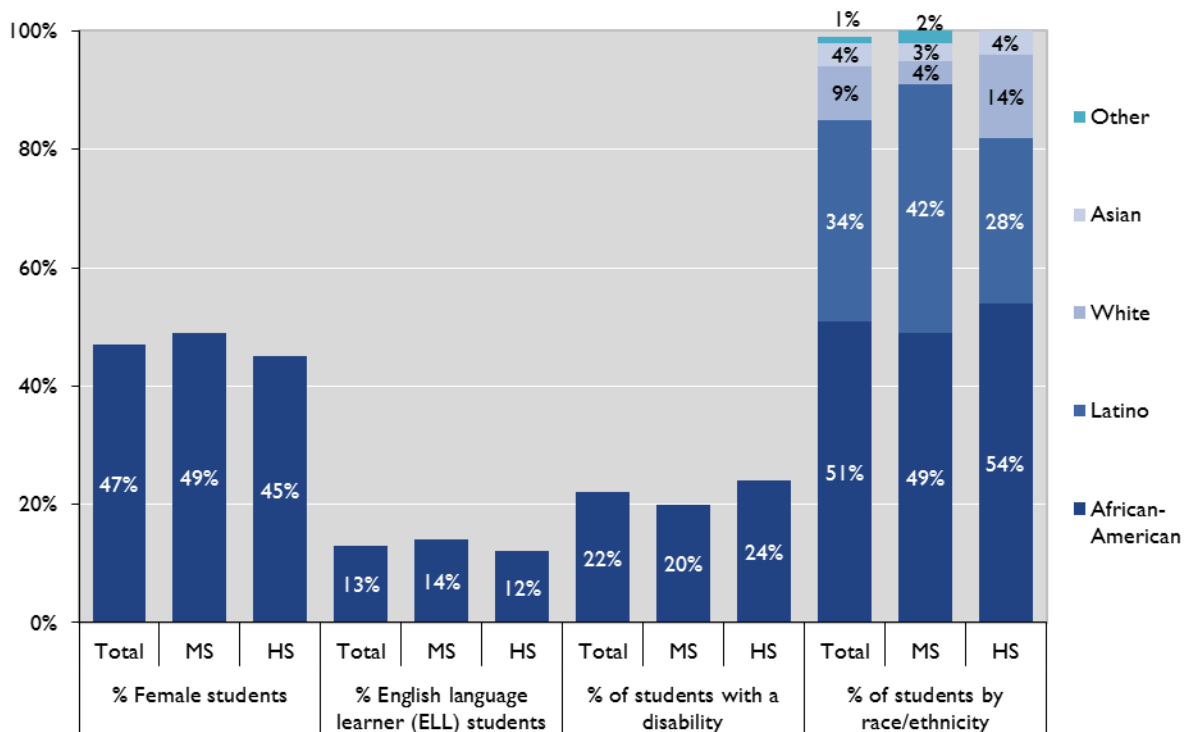
Figure 1: Map of GEAR UP Schools



⁴ These numbers include anyone who had GEAR UP participation data or had attended a GEAR UP school for any length of time from September 1, 2011 to June 30, 2012.

Figure 2 presents a summary of the demographic and other characteristics for the 4,459 students for whom demographic data were available. The data in the figure are presented overall and by school level. As shown, female students account for nearly half (47%) of GEAR UP students. Demographic data also show that the Philadelphia GEAR UP Partnership initiative serves a predominantly minority student population, most of whom are African-American (51%) or Latino (34%). Approximately one-quarter (22%) of the cohort are classified as students with disabilities while 13 percent are classified as English language learner (ELL).

Figure 2: GEAR UP Student Characteristics, Total and By School Level



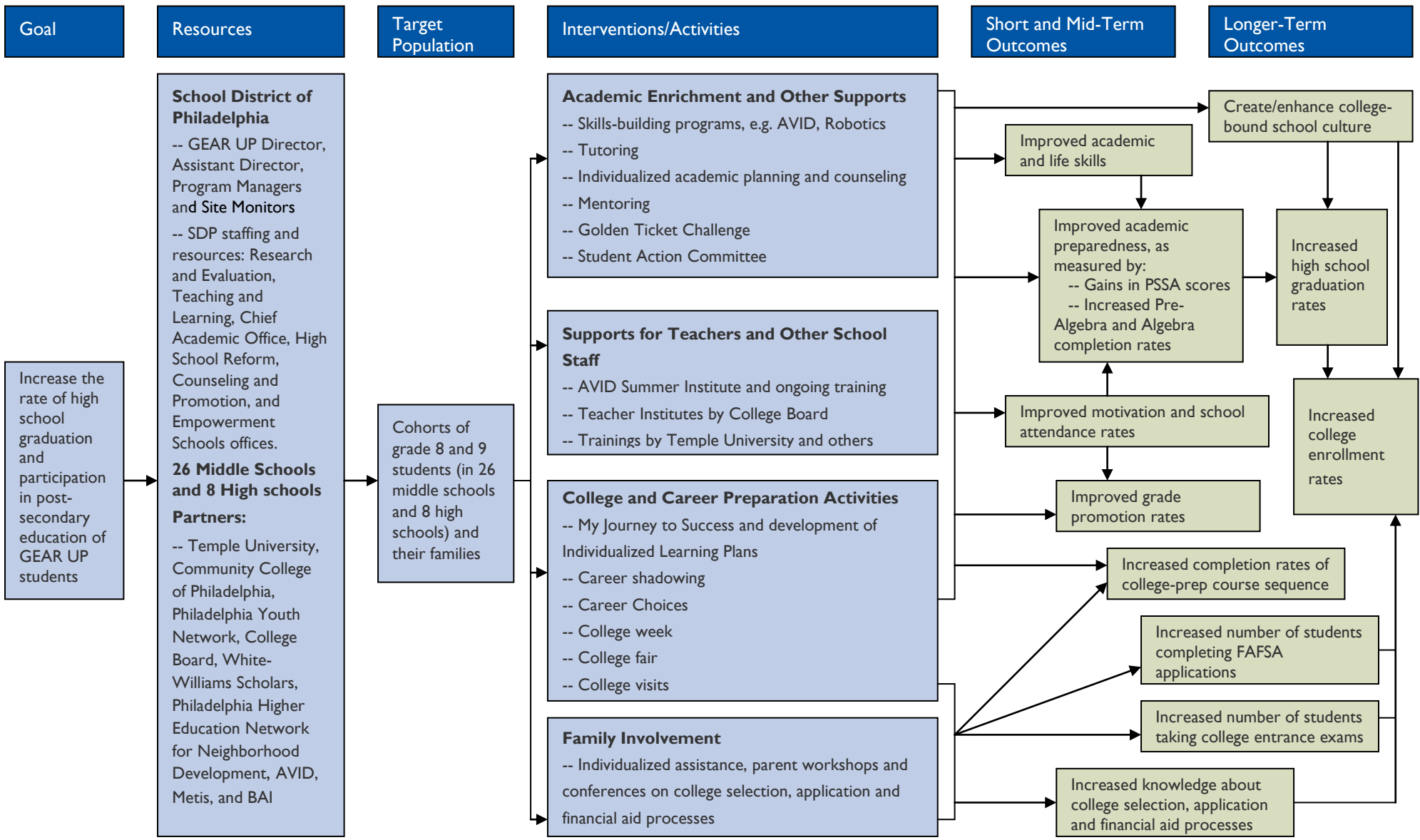
Student demographics vary greatly by school, as shown in Table B-1 in Appendix B. For example, the percentage of African-American and Latino students ranges from one percent to 100 percent and zero percent to 95 percent, respectively, across schools. There is also a large variation in the proportions of ELL students (0% to 35%) and students with disabilities (0% to 33%) enrolled in each GEAR UP school.

GEAR UP Program Model. A logic model was developed as part of the evaluation in Year 1 (and revised each year) to show the relationships, assumptions and expectations for the project. Presented in Figure 3, the logic model includes detailed information about the context, resources, activities and outcomes of the Philadelphia GEAR UP Partnership. As shown, the initiative is designed to provide a comprehensive set of services to participating schools, including academic enrichment and skills-building activities for students, support for the implementation and expansion of rigorous academic coursework,

professional development and other supports for teachers, college and career preparation activities and family engagement.

It is expected that the comprehensiveness of GEAR UP programming and involvement of all stakeholder groups (i.e., school staff, students, parents, internal SDP partners, and external partners) will help create a school-wide college-bound culture, which has been shown to increase the likelihood of each student's own success. Specifically, these interventions are expected to lead to a number of outcomes for students in the short- and mid-term, such as improved academic and life skills, increased academic achievement, gains in motivation and school attendance and improved knowledge and preparation for the college selection, application and financing processes. In the long-term, it is expected that GEAR UP will contribute to increasing high school graduation and college enrollment rates for the participating schools.

Figure 3: Philadelphia GEAR UP Partnership Logic Model (YEAR 3: 2011-12)



Context/Need

- Educational attainment has been identified as one of the most important means of social mobility and is associated with increased earnings, better working conditions and upward mobility, improved health and mental health outcomes, lower crime rates, and better quality of life. Yet, access to high quality secondary and post-secondary education remains inequitable.
- The Philadelphia GEAR UP Partnership targets middle school students attending some of the most impoverished and at-risk schools. Most of these schools have been cited as needing school-wide improvement and have failed to make AYP. Only 45% of the students in the original target high schools graduate within four years and less than half of these graduates enroll in postsecondary education.
- A number of best practices have been identified in the area of college readiness programming, including the use of cohort-based approaches, attention to academic rigor, the introduction of college and career preparatory activities in middle school, parental involvement, and effective college counseling.

IV. Implementation Findings For Year 3

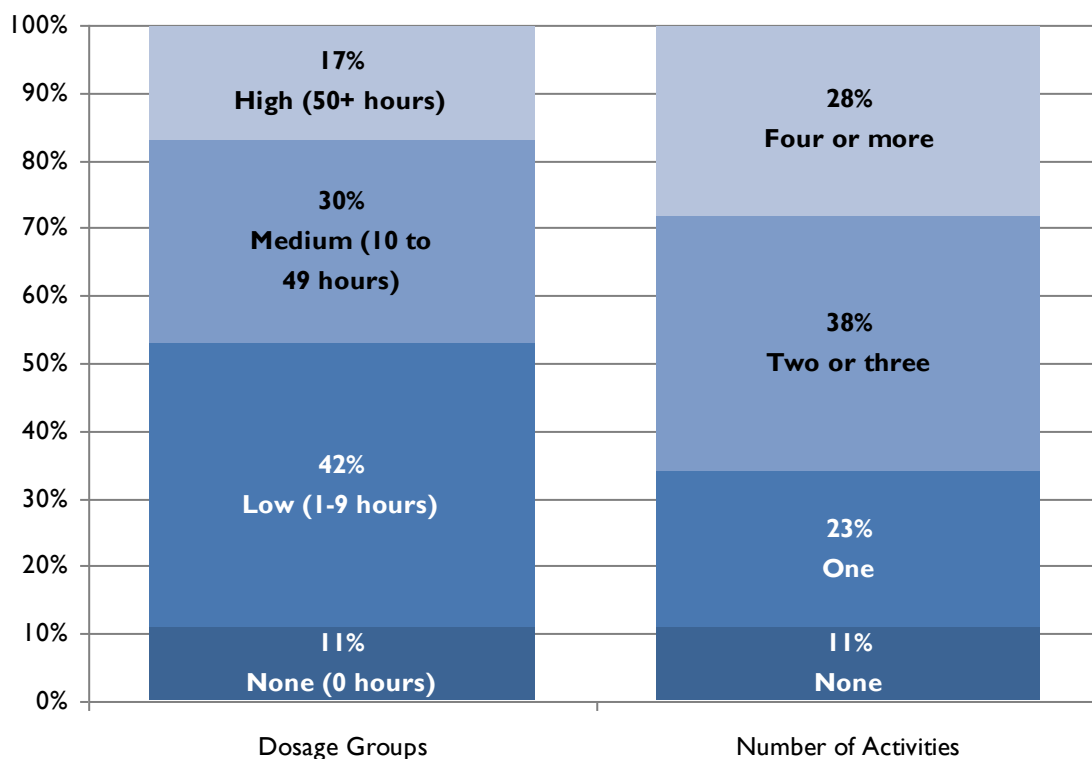
This section presents an overview of implementation of the Philadelphia GEAR UP Partnership initiative as well as detailed findings for each main program component using data from an analysis of GEAR UP participation data for the period from September 1, 2011 to June 30, 2012 and cross-site findings from the case study visits. These findings are followed by an overall assessment of the implementation successes and challenges for Year 3 based on the qualitative study conducted by BAI.

Overview of GEAR UP Implementation

In Year 3 of the grant, 3,981 students participated in one or more GEAR UP activities, representing 89 percent of students in the database.⁵ Dosage analyses were conducted to gain a more in-depth understanding of the intensity and breadth of GEAR UP participation. Four dosage groups were created based on the number of hours of participation: high dosage (50 hours or more), medium dosage (10 to 49 hours), low dosage (1 to 9 hours), and no dosage (0 hours). As shown in Figure 4, almost half (47 percent) of the GEAR UP students had high or medium participation (17 percent and 30 percent, respectively), while the other half had low participation or no participation (42 percent and 11 percent, respectively). When looking at the number of activities they participated in, results show that students were fairly distributed across the board, with 23 percent of students participating in one activity, 38 percent in two or three activities, and 28 percent in four or more activities.

⁵ Participation data analyses are based on students who had some participation data or students who did not have any participation data but had attended a GEAR UP school for at least 60 days (according to March and June SDP roster data files).

Figure 4: GEAR UP Program Dosage



GEAR UP participation data were also linked to SDP data on students' demographic and educational characteristics and analyses were conducted to better understand the population that is being served by GEAR UP. Table 2 displays the detailed results. The main findings are described next.

- ❖ Students with lower dosage and students who were involved in fewer or no activities were more likely to be: male, English language learners (ELLs), special education students, below grade level in English and math as measured by their spring 2011 PSSA scores, and have lower school attendance the prior year.
- ❖ AVID students were more likely to be higher performing, motivated (as measured by their 2010-2011 school attendance), general education and non-ELL when comparing to GEAR UP students in general.
- ❖ Students who participated in college visits were similar to the overall GEAR UP cohort in terms of their gender, their special education status, their spring 2011 reading and math proficiency levels, and their previous school attendance. However, they were less likely to be ELL students.
- ❖ Students who participated in My Journey to Success (and completed an ILP) were more likely to be male, have a disability and be underperforming.
- ❖ Students receiving tutoring services were more likely to be non-ELLs, non-disabled and slightly higher performing when compared to the general GEAR UP cohort.
- ❖ Students participating in robotics/STEM activities were representative of the GEAR UP cohort as a whole, in terms of gender, ELL status, disability status and spring 2011 reading and math performance.

Table 2: Characteristics of Students, by GEAR UP Participation

GEAR UP Participation	Percent of Students							Mean ADA in 10-11
	Female	Minority	ELL	FRL	Special Ed	Proficient ELA in spring 11	Proficient Math in spring 11	
Dosage Group								
None	41%	94%	20%	66%	25%	31%	25%	87%
Low	46%	87%	16%	71%	27%	42%	39%	90%
Medium	48%	95%	13%	69%	18%	42%	41%	91%
High	52%	93%	5%	68%	16%	62%	59%	93%
Number of Activities								
0	41%	94%	20%	66%	25%	31%	25%	87%
1	44%	85%	12%	68%	31%	41%	35%	88%
2-3	48%	91%	16%	72%	21%	44%	42%	91%
4 or more	51%	94%	9%	69%	16%	53%	53%	93%
Type of Activities								
AVID	53%	93%	6%	66%	10%	67%	65%	94%
Career Shadowing	48%	80%	6%	69%	19%	56%	50%	93%
Career Choices	51%	97%	15%	69%	16%	45%	53%	92%
College Week	50%	96%	1%	67%	16%	45%	43%	91%
College Visits	47%	95%	7%	66%	20%	44%	40%	91%
Golden Ticket Challenge	52%	95%	9%	70%	16%	56%	54%	93%
Mentoring	49%	89%	9%	69%	20%	53%	47%	92%
Tutoring	49%	94%	8%	69%	16%	50%	50%	92%
My Journey to Success	45%	91%	10%	70%	25%	40%	36%	91%
Robotics	48%	88%	12%	70%	21%	49%	46%	91%
Student Action Committee	48%	95%	14%	72%	19%	47%	49%	92%
High School Boot Camp	52%	88%	11%	75%	9%	71%	54%	93%
All Students	47%	91%	13%	70%	22%	45%	43%	91%

Tables 3 and 4 present detailed data on the number of students who took part in each activity, what percent of total enrollment and expected enrollment this number represented, and the average number of hours per student for each activity type (for the middle school and high school level, respectively).

Table 3: Middle Schools - Student Participation in GEAR UP Activities, Overall and by Activity

Activity Type	Students Participating		Targets		Average Hours Per Student ²
	Number	% of MS Enrollment ¹	Number of Expected	% of Expected	
AVID Class and Tutoring	353	17%	500	70%	111.5
AVID Trips	239	12%	400	60%	16.7
Career Choices	794	39%	N/A	N/A	13.1
College Week	270	13%	N/A	N/A	1.3
College Visits	368	18%	500	74%	11.3
Golden Ticket Challenge	161	8%	300	54%	2
High School Boot Camp	418	21%	400	105%	5.9
Mentoring	212	10%	N/A	N/A	1.2
My Journey to Success	897	44%	500	179%	3.7
Other	615	30%	N/A	N/A	2.7
Robotics	921	45%	260 ³	N/A	3.4
Student Action Committee	39	2%	N/A	N/A	13.8
Tutoring	11	1%	N/A	N/A	0.6
Total	1,812	89%	N/A	N/A	38.6

¹Based on the number of unduplicated middle school students included in the participation data analyses (N=2,037).

²Averages were calculated based on the total number of students participating in each GEAR UP activity and not the total number of students in the participation database.

³This initial target was set for robotics clubs only; however, staff entered data for other STEM-related activities such as participation in competitions and other STEM-related events. Therefore, this target was not assessed.

Table 4: High Schools - Student Participation in GEAR UP Activities, Overall and by Activity

Activity Type	Students Participating		Targets		Average Hours Per Student ²
	Number	% of HS Enrollment ¹	Number of Expected	% of Expected	
AVID Class and Tutoring	248	10%	200	124%	123.1
AVID Trips	101	4%	160	63%	10.8
Career Choices	10	<1%	N/A	N/A	1
Career Shadowing	487	20%	240	203%	3.7
College Fair	253	10%	500	51%	5.5
College Week	557	23%	500	111%	3.4
College Visits	591	24%	630	94%	11.6
Golden Ticket Challenge	1162	48%	315 ³	N/A	2.1
Mentoring	368	15%	N/A	N/A	3.3
My Journey to Success	1532	63%	2,100	73%	2.3
Other	409	17%	N/A	N/A	15.3
Robotics	214	9%	120 ⁴	178%	10
Student Action Committee	123	5%	120	103%	1.6
Tutoring	691	29%	480	144%	20.1
Total	2,149	89%	N/A	N/A	34.1

¹Based on the number of unduplicated high school students included in the participation data analyses (N=2,422).

²Averages were calculated based on the total number of students participating in each GEAR UP activity and not the total number of students in the participation database.

³This initial target was set for district events only. However, schools also ended up hosting their own events; thus bringing the number up considerably.

⁴This initial target was set for robotics clubs only; however, staff entered data for other STEM-related activities such as participation in competitions and other STEM-related events. Therefore, this target was not assessed.

For easier comparison of middle school and high school GEAR UP participation by activity type, please see Table B-2 in Appendix B.

GEAR UP participation data were also analyzed by school and are presented in Table 5, including the total number of students served as well as the average number of hours that students participated, overall and for core and other activities. Results revealed a wide variation across schools. Students participated on average in 36 hours of programming from a low of 2 hours at Smith, to a high of 122 hours at Edmunds. The percent of enrolled students who participated in one or more activities also varied widely from 8 percent at Smith to 100 percent at Arthur, Dunbar, Ferguson and Kearny. Almost three-quarters of the schools (24 out of the 34) served more than 90 percent of the GEAR UP cohort.

Table 5: Student GEAR UP Participation, Overall and by School

School	Total N Participating	% of GEAR UP Enrollment ¹	Hours Per Participating Student		
			Mean	Minimum	Maximum
Arthur, Chester A. School	16	100%	18.4	0.8	43.8
Bache-Martin School	16	42%	16.8	0.8	49.3
Clemente, Roberto Middle School	197	92%	22.9	0.5	212.0
Cooke, Jay Elementary	56	93%	79.3	33.0	224.8
De Burgos, Julia Bilingual	95	97%	23.1	0.3	148.3
Drew, Charles R. School	27	93%	51.8	36.5	78.0
Dunbar, Paul L. School	17	100%	47.5	4.0	72.0
Edison, Thomas A. High School	337	83%	24.2	0.3	239.5
Edmunds, Henry R. School	51	55%	121.9	2.0	228.0
Fairhill School	45	98%	38.4	2.8	121.3
Feltonville Schl Of Arts/Sci	229	96%	19.9	1.0	133.2
Ferguson, Joseph C. School	27	100%	65.3	5.5	114.0
Frankford High School	330	79%	49.9	1.0	314.0
Franklin Benjamin High School	233	89%	33.7	0.8	251.3
Harding, Warren G.Middle School	288	89%	41.7	1.5	191.0
Harrison, William H. School	22	96%	39.3	1.0	64.0
Hopkinson, Francis School	74	95%	19.9	16.3	32.8
Juniata Park Academy	111	98%	49.2	6.3	130.0
Kearny, Gen Philip School	39	100%	52.6	22.0	146.3
Lincoln, Abraham High School	582	94%	9.1	0.5	191.0
Marshall, Thurgood	67	99%	30.6	1.0	186.0
Morrison, Andrew J. School	69	92%	62.0	7.0	186.0
Munoz Marin, Hon. Luis School	68	86%	27.8	0.8	132.8
Olney Elementary School	91	94%	71.9	8.0	219.5
Potter-Thomas School	37	95%	13.2	2.8	31.0
Rhoads School	65	96%	20.4	16.5	50.3
Roxborough High School	150	97%	73.9	1.5	351.8
Smith, Walter G. School	4	8%	1.6	0.8	2.3
South Philadelphia High School	186	85%	55.2	2.0	242.0
Spring Garden School	44	96%	12.3	12.3	12.3
University City High School	212	93%	26.0	0.3	181.8
Vaux High School	119	99%	72.0	3.0	340.8
Waring, Laura W. School	17	85%	6.9	2.0	12.8
Washington, Martha School	40	98%	67.7	24.0	136.8

¹This includes any student who was enrolled in these schools at some point during the 2011-12 school year.

GEAR UP Activities for Families

In Year 3, 752 parents, representing 17 percent of GEAR UP students in the database, participated in GEAR UP events and workshops. Table 6 presents data on parent participation for middle schools, including the number of parents who participated in each activity, the percent of total school enrollment, the percent of expected enrollment, and the average number of hours per parent. Table 7 presents these same data for participating high schools.

Table 6: Middle Schools: Parent Participation in GEAR UP Activities, Overall and by Activity

Activity Type	Parents Participating		Targets		Average Hours Per Parent ²
	Number	% of Enrollment ¹	Number of Expected	% of Expected	
Golden Ticket Ceremonies	198	10%	200	99%	2.0
Journey to Success	155	8%	100	155%	4.3
Other	39	2%	N/A	N/A	3.6
Workshop	53	3%	N/A	N/A	4.6
Total	367	18%	N/A	N/A	4.0

¹Based on the number of unduplicated middle school students included in the participation data analyses (N=2,037).

²Averages were calculated based on the total number of parents participating in each GEAR UP activity and not the total number of students in the participation database.

Table 7: High Schools: Parent Participation in GEAR UP Activities, Overall and by Activity

Activity Type	Parents Participating		Targets		Average Hours Per Parent ²
	Number	% of Enrollment ¹	Number of Expected	% of Expected	
Golden Ticket Ceremonies	112	5%	320	35%	2.6
Journey to Success	179	7%	200	90%	3.3
Mentoring	22	1%	N/A	N/A	0.4
Other	36	1%	N/A	N/A	1.4
Workshop	94	4%	N/A	N/A	4.8
Total	385	16%	N/A	N/A	3.6

¹Based on the number of unduplicated high school students included in the participation data analyses (N=2,422).

²Averages were calculated based on the total number of parents participating in each GEAR UP activity and not the total number of students in the participation database.

Implementation Findings by Main Program Component

In this section, detailed implementation findings are presented for the following main program components: academic enrichment and supports (such as AVID, academic advisement, tutoring, and Golden Ticket ceremonies), Student Action Committees, career and college preparation activities, family involvement activities, and teacher professional development.

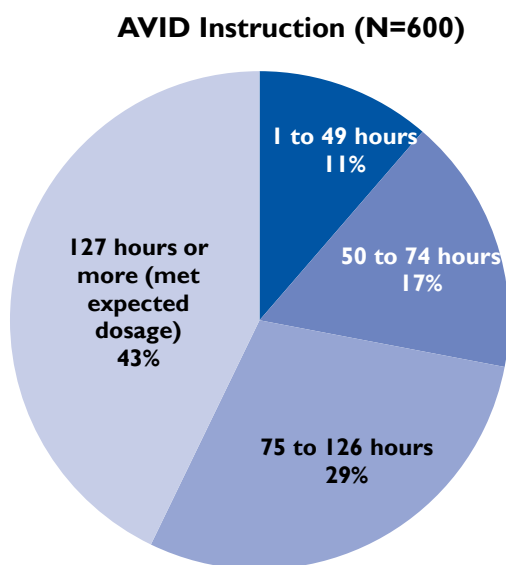
AVID (Advancement Via Individual Determination)

AVID is an elective program for middle and high school students that focuses on various instructional strategies aimed toward improved college readiness. The target population for the elective program is generally students who are performing in the middle range of achievement, come from low socioeconomic backgrounds, and who have a desire to attend college. For schools that offer the elective during the school day, a trained AVID teacher implements the program-specific curriculum centered on the writing, inquiry, collaboration, and reading (WICR) method. Curriculum topics include skills such as study habits, critical thinking activities, and motivational exercises which allow students to see college as an attainable goal. AVID includes a tutoring component as part of the academic training, as well as exercises in developing long-term goals, both personal and academic.

AVID has been tied to higher enrollment in rigorous courses, greater academic achievement among underserved populations, higher school attendance rates, and improving the rate of college attendance among students in the program (Slavin & Calderon, 2001 as cited by Watt, Huerta, & Lozano, 2007; Watt, Powell, & Mendiola, 2004).

Findings from Participation Data. In 2011-12, 27 of the 34 GEAR UP schools, including all 8 high schools, offered AVID programming to 600 students (representing 14 percent of the GEAR UP cohort). AVID was the most intense program activity offered through GEAR UP, with students participating on average in 111 hours of AVID instruction, 15 hours of trips and 30 hours of tutoring. As shown in Figure 5, participation in AVID instruction (not including trips or tutoring) varied across students, with more than 4 in 10 students meeting the program target of 127 hours over the course of the year.

Figure 5: Level of Participation in AVID Instruction



High School Findings from the Qualitative Study. In the beginning of the 2011-2012 school year, changes in leadership, teaching assignments or staffing occurred at all eight high schools as a result of school district budget challenges. Schools that navigated this period without substantial changes to the AVID site team or school leadership (and attended the Summer Institute together) were able to get AVID up and running more effectively. Continuity in the AVID site team aided the institutionalization of AVID classroom techniques across ninth grade classes in three schools (Frankford, Roxborough and University City). At the other five schools that experienced upheaval, principals and GEAR UP staff effectively mobilized to find new teachers and get them trained in AVID and use of Cornell Notes. By the middle of the 2011-2012 school year, AVID implementation had stabilized.

Although AVID got off to a rough start in some of the eight , there is evidence that implementation of AVID in the eight high schools did adhere to most AVID implementation best practices, as outlined in *The AVID Program Implementation Essentials*⁶. Next is a brief assessment of the extent to which the eight high schools followed the eleven AVID program implementation essentials.

1. **Student selection focuses on average students with potential.** Student recruitment at six of the eight high schools followed this best practice (Edison and South Philadelphia did not).

⁶ http://www.regionvavid.org/default.aspx?c=About_Essentials&sm=b_d;
http://www.avid.org/dl/res_research/research_magnificenteight.pdf

2. **Students and staff choose to participate in AVID.** It did not appear teachers at any school volunteered to support AVID – they were identified as good candidates to support AVID by the principal. Students participated voluntarily at six of the eight high schools.
3. **AVID students must be enrolled in a rigorous course of study.** In future years, we will assess the extent to which AVID students are enrolled in advanced courses, but we do not currently have this data to present.
4. **School is committed to full implementation of AVID with students enrolled for the entire year.** Although some schools had minor delays initially, full implementation occurred in all eight schools, although some students were removed from class.
5. **Strong, relevant writing and reading curriculum provides basis for classroom instruction.** At each school, there were anecdotal reports of writing and reading activities in AVID and as part of Cornell Note usage in some content classes, but we do not have data to determine the rigor of these activities.
6. **Inquiry is used as basis for instruction in AVID.** There were anecdotal reports from both students and staff in all eight high schools that critical thinking was encouraged through debates, higher level questioning, as part of tutorology inquiries, and as part of reflective summaries in Cornell Notes.
7. **Collaboration is used as basis of instruction.** Collaboration was strongly encouraged in AVID at all eight schools.
8. **There is a sufficient number of tutors available to support access to rigorous curriculum (and tutors must be trained).** Tutors were present (and trained) at all eight schools, although not necessarily at the tutor/student ratio recommended by AVID.
9. **AVID program implementation and student progress must be monitored through the AVID Center Data System.** Although not necessarily to AVID standards, Metis and BAI are monitoring implementation and student performance yearly.
10. **School district has identified resources for program costs and agreed to fully implement AVID.** This is true for all eight schools during the life of the GEAR UP Partnership Grant. Sustainability issues in the high schools and elementary/middle schools will be explored in the later years of the grant.
11. **An Active Interdisciplinary site team collaborates on issues of student access to and success in rigorous college preparatory courses.** Three schools appeared to have an adequately composed and functioning site team (Roxborough, University City and Frankford). There is currently no data available to determine if AVID students are enrolled or on track to enroll in rigorous college preparatory courses.

In 2011-2012, all eight GEAR UP high schools offered at least one rostered section of AVID. There were 248 high school students who participated in AVID. At each high school, on average, about 30 students participated in AVID - Frankford had the most at 56, and University City had the least at 14. AVID was the most intense program activity offered through GEAR UP, with high school students participating on average in 110 hours of programming.

Overall, the feedback about AVID at each of the high schools from teachers, counselors, administrators and students was overwhelmingly positive. School staff reported noticeable improvements in the study skills, organizational skills, academic performance, behavior, and team work of the students who participated in AVID. Teachers felt AVID generally helped students to be more organized and prepared

for class by teaching them basic organizational skills, note-taking strategies, and study skills. Students who participated in the focus groups at each school also attributed their improved academic performance to the skills they learned in AVID. Many students also noted AVID helped them be more organized and focused. The following are some representative student comments about AVID:

“Before AVID, studying was hard. My notes and everything were all over the place. Now with AVID, I understand my notes and I have all my school work organized, it makes studying for a test much easier.” [ninth grade student]

“I didn’t really think college was for me until AVID (and GEAR UP). AVID showed me I can go to college if I work hard. Now I know I am going to college.” [ninth grade student]

“AVID is my favorite class. We do fun group projects I never did before in my other classes.” [ninth grade student]

“AVID has really helped me with Math. I think I would have failed without the help.” [ninth grade student]

Teachers also reflected positively about AVID, and many teachers felt there was a noticeable difference in the preparedness of AVID students versus non-AVID students. One teacher stated that it is easy to pick out the AVID students in class *“because they come prepared to take notes, and have the basics ready – like paper and pencils – that many other students don’t even bring to class.”* Another common theme that teachers highlighted was how AVID helped students learn to work collaboratively. Teachers commented that AVID students felt they were a part of a “family” and took pride in being in AVID. Finally, most teachers expressed optimism about the expansion of AVID in the 2012-2013 school year. Teachers felt 2011-2012 was a pilot year for AVID in the high schools, and with additional effort and more time to work as a team, AVID will be implemented more effectively next year.

My Journey To Success (Academic Advisement)

The importance of providing in-school support, counseling and advisement to students to help them navigate their journey through school and college has been well documented in the literature and is especially critical for at risk and/or first-year college generation students. GEAR UP monitors played an important role in this program component, also called My Journey to Success, by providing students with guidance and support throughout the school year. Specifically, GEAR UP monitors were instrumental in helping guidance counselors complete students’ Individualized Learning Plans. Individual Learning Plans (ILPs) are completed on a web-based platform where students can document their personal and academic goals, access their report cards, and monitor other forms of data, such as their records of attendance. Students access their ILPs through the school district’s web-based system. Parents of students are also able to view their children’s report cards and attendance and disciplinary records through StudentNet.

Findings from Participation Data. In 2011-12, 2,429 students participated in My Journey to Success, which included the development of an Individualized Learning Plan. Of those taking part in this activity, almost half (46 percent) met the dosage target of 2 hours, although intensity of participation varied considerable from a low of less than 1 hour for many students to a high of 26 hours for one student.

Findings from the Qualitative Study. According to participation data, the majority of ninth grade students at Edison, Lincoln, Roxborough and Vaux High Schools had completed ILPS, whereas Frankford, Franklin, University City and South Philadelphia High Schools had lower numbers of completed ILPs.

The ninth grade counselors were ultimately responsible for making sure students completed them, but the site monitors offered assistance. Counselors and site monitors used various strategies to get the ILPS completed. For the most part, counselors or site monitors scheduled time with teachers to complete the ILPs with students. Where there were no computers in a classroom, they took the entire class of students into the computer lab for a class period. The counselors and site monitors contacted students that were absent when their class completed the ILPs and worked with them individually to get their plans completed.

Although ILPS were supposed to be reviewed quarterly, this review process was not possible for the staff for a number of reasons. The site monitor at Ben Franklin High School described the process as “arduous” since students often forgot their passwords. Also, site monitors reported issues with internet connections and the StudentNet website, which made it challenging to review ILPs every quarter. The counselor at Vaux said that her daily priorities were to attend to student emergencies; therefore she did not have the time to review the ILPs with every student every quarter.

Staff and students found the ILPs helpful. Even students who did not review the ILPs often said it was a “good experience.” One student at Edison High School said that the ILPs were “cool” because “you can come back to them and look at your goals and if you didn’t [achieve] them you can try harder.” The counselors at Frankford High School said that that ILP process got students to start thinking about their goals. The counselors also said that, in order for the ILP process to be successful, counselors and site monitors need to work with students individually to help them create a clear action plan for each goal.

Academic counseling can provide students with the support, individualized attention, and positive adult relationships needed for academic success (ACT, 2005). Counselors and adult mentors can provide critical information about the steps needed to reach college, testing requirements, prerequisites, and the application process to students and their families (Tierney & Venegas, 2006; ACT, 2002; ACT, 2005).

Tutoring

Findings from Participation Data. In 2011-12, 702 students received tutoring through GEAR UP for an average of 20 hours per student. However, participation varied considerably, from a low of less than one hour for one student to a high of 226 hours for another student.

High School Findings from the Qualitative Study. At the high schools, the GEAR UP program contracted with Education Works to provide tutors in the schools. Many of the tutors started in November. Tutors at five of the schools reported having previous experience tutoring. At Lincoln, Edison and Ben Franklin High Schools, the tutors had previous experience tutoring children in classroom settings. The tutor at Frankford High School had experience teaching English to adults in Japan, and the tutor at South Philadelphia High School had experience providing one-on-one tutoring for children at a private company. In order to prepare for their work in the GEAR UP schools, all tutors attended a week-long training, which included information about GEAR UP and AVID. After training, they began working in their assigned schools five days a week, supporting teachers in the classroom and providing tutoring to students during lunch and after school.

Most schools had one Education Works tutor. Lincoln High School and Edison High School had two tutors. Tutors were placed in ninth grade Math and English classes, which included corrective reading, corrective math, honors math, Algebra 1 and English 1. The tutors also helped with tutorology in the AVID classrooms. In the classrooms they explained material to students individually. On occasion, tutors took students out of the classroom for intensive sessions in order to get them caught up with others in their classes. Through a grant from the US Department of Labor, some GEAR UP schools also had tutors from City Year. These tutors also provided in-class support and one-on-one tutoring after school. At Frankford and Edison, the City Year tutors helped with tutorology in the AVID classrooms. At South Philly High School, City Year tutors and tutors from Temple University helped with tutorology. The Education Works tutor at Vaux left in April 2012, and a replacement tutor was not assigned.

Tutors reported that student utilization of the service was often cyclical. There were some students that came for tutoring on a regular basis, but even more that came for help when they had a big project due. Also, before the end of a marking period, students who had fallen behind came for help. Tutors said that many students that needed tutoring did not seek it, even though they knew it was available. Tutors at Edison and Lincoln said that students lacked basic math skills and that that was why they needed help. Tutors also said it would be helpful to have two of them in every class.

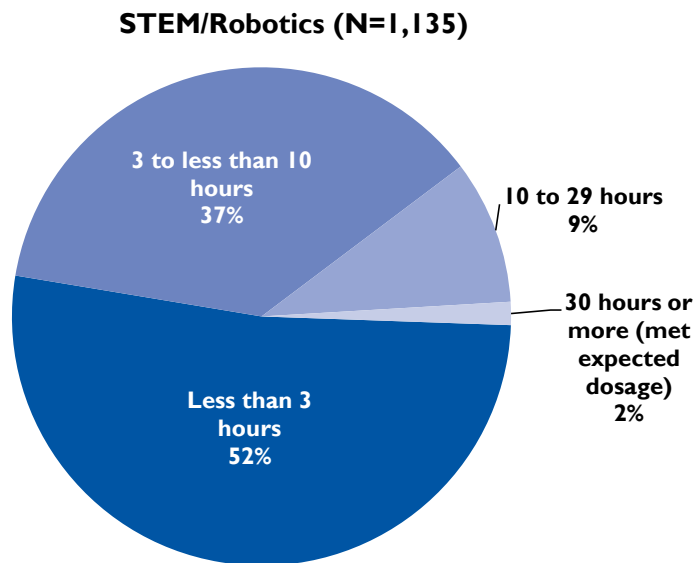
Student participation in tutoring ranged dramatically among schools, from 4.4 hours per student at Lincoln High School to 56.7 hours per student at Frankford High School. Students who participated in focus groups said that the tutors were helpful and friendly. During a focus group at Edison High School, a student said that the tutors are helpful because in the classroom they “show you different steps to do it. And it works.”

STEM/Robotics

The Philadelphia GEAR UP Partnership project includes a robotics component. Efforts to include robotics into GEAR UP programming were originated because of the District's successful *Robotics Early Engineering, Math and Science* program and past research that shows linkages between participation in robotics courses and strong performance in math and science. In 2011-12, the GEAR UP Robotics Manager continued to work with individual schools to set up robotics clubs to provide fun, interactive and academically enriching experiences to GEAR UP students in an effort to increase their understanding of and interest in STEM (Science, Technology, Engineering and Mathematics) careers.

Findings from Participation Data. Participation data show that 1,135 students from 21 GEAR UP schools took part in STEM/robotics activities in Year 3. It should be noted, however, that only a small proportion of these students participated in a consistently basis, including those who participated for 10 to 29 hours (9 percent or 106 students) and those who participated for 30 or more hours, thus meeting the program target (1 percent or 17 students).

Figure 6: Level of Participation in STEM/Robotics



High School Findings from the Qualitative Study. Six of the eight high schools reported having a robotics team. According to participation data, student participation in robotics ranged from five students at Roxborough High School to 67 students at University High School. However, it was stated

that the numbers of students who participated regularly on the teams was much smaller, and ranged from three to eight students⁷. Clubs met on a regular basis, which was usually once a week. Clubs met more often than once a week when preparing for competitions. According to participation data, the number of sessions ranged from 34 at Edison High School to 1 session at Lincoln High School. Five clubs reported going to at least one completion. One club went to three competitions. Students in focus group said that the competitions were hard but “overall the club was very fun” and that they would participate in the club again next year.

Golden Ticket Ceremonies

In Year 3, the Philadelphia GEAR UP Partnership initiative implemented Golden Ticket Ceremonies at participating schools to celebrate students’ accomplishments. During these school events, students received awards for making honor roll, displaying good citizenship or having perfect attendance.

Findings from Participation Data. A total of 1,323 students from nine schools participated in Golden Ticket ceremonies, with an average of 2 hours of participation per student.

High School Findings from the Qualitative Study. There was a Golden Ticket Ceremony at University High School and at Roxborough High School every marking period. Site monitors at the other schools found it difficult to schedule the event, so the ceremonies happened less frequently at those schools. Twenty-three percent of students at Vaux attended at least one Golden Ticket Ceremony, compared to 88 percent of students at University City. Parents were invited to these ceremonies, but their participation rates were very low. Site monitors reported seeing fewer parents at each ceremony. In addition, each of the GEAR UP schools sent about 10 students to be honored in a City-Wide Golden Ticket Ceremony at the school district central office building. Students received awards for excellent grades or good citizenship.

Student Action Committees

Through GEAR UP, students were offered the opportunity to be part of a student leadership group run by the Freedom Schools program: the Student Action Committee.

Findings from Participation Data. In 2011-12, 162 students from 10 GEAR UP schools participated in Student Action Committees. On average, students participated in 5 hours of programming, from a low of a half hour to a high of 25 hours. Most (81 percent) of the students participated for less than 10 hours, 18 percent participated for 10 to 24 hours, and only 2 students (1 percent) met the expected dosage of 25 hours.

⁷ This may be due to the fact that students who were not part of the clubs may have attended competitions or other events or may have participated in STEM activities not related to the robotics clubs.

High School Findings from the Qualitative Study. In Year 3, Freedom Schools staff went to each of the GEAR UP high schools to recruit students for the program. They held weekly meetings for students at their schools, and Saturday morning activities at University High School. South Philadelphia High School and Vaux High Schools reported success with this program. Site monitors at these schools reported that, unlike the other GEAR UP schools, the Freedom School staff were at the school on a consistent basis and made personal connections with students. A counselor at Vaux said that the program helped improve student attendance. The students in the focus group said that the program helped keep them out of trouble. The staff from Freedom Schools was there every day, and some students were chosen to participate in the Freedom Schools' paid internship program.

However, at the other schools, this program was not as successful as other GEAR UP programs for a number of reasons. Although the Freedom Schools staff were able to recruit students, most of these students did not follow through and attend meetings consistently. Site monitors said the reason students did not attend the meetings was that they forgot, since the Freedom School representatives were not there on a consistent basis. Also, students in two focus groups reported that they liked the program, but since they did not have transportation to the Saturday morning meetings, they stopped coming to the weekly meetings at school. Also, students had other extracurricular activities that conflicted with the club's meeting times.

College and Career Preparation Activities

Many researchers and practitioners have emphasized the importance of introducing college and career exploration during middle school and earlier (Arrington, 2000; Fouad & Byars-Winston, 2005; Hoffman & McDaniels, 1991). In fact, the lack of career development supports can be particularly detrimental for at-risk student populations, who tend to circumscribe their career choices early (O'Brien et al., 1999). Early exposure to college and career options encourages students to focus on plans for the future and provides guidance about the steps needed to achieve their individual goals. Importantly, early planning helps students gain an understanding of the connection between the courses they take in high school and success in college, and introduces them to some of the tools and knowledge they will need to identify their educational goals and plan their courses accordingly (ACT, 2005; IHEP, 2007).

The Philadelphia GEAR UP initiative provides students with critical opportunities to learn about college and careers and gain awareness about what is required of them to reach their goals.

To help address this, the Philadelphia GEAR UP project offers several college and career awareness activities to students, including Career Choices⁸, career shadowing, college fairs, college week and college trips. In Year 3, a school-based GEAR UP monitor worked closely with counselors and staff in

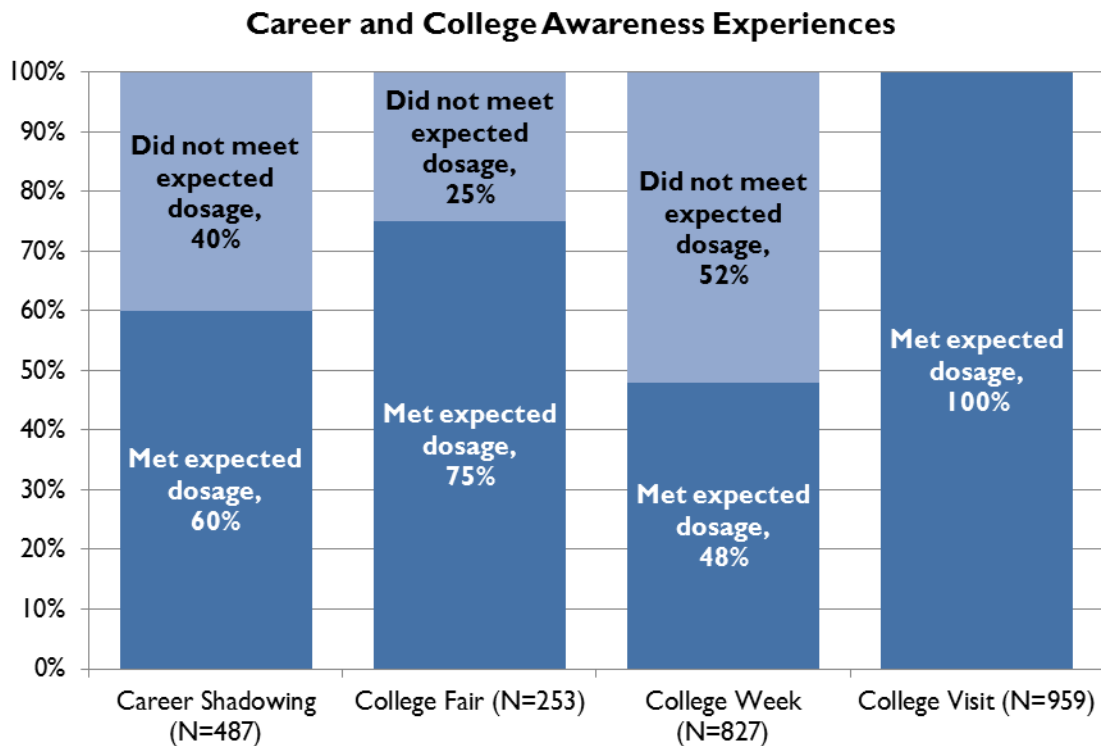
⁸ Career Choices is a curriculum that is designed to help students create a career and education plan for the next ten years that includes graduating from high school, and completing either college or a training program.

participating schools to organize and facilitate career and college awareness activities and serve as a college preparation resource for both students and parents.

Findings from Participation Data.

- 804 students from 15 GEAR UP schools, 14 of which were middle schools, participated in Career Choices activities. Students received an average of 13 hours of programming from a low of less than 1 hour for one student to a high of 57 hours for another student.
- 487 students also took part in career shadowing activities, for an average of 4 hours per student. Dosage analyses show that 60 percent of students met the target of receiving at least 3 hours of programming (Figure 7).
- 253 students from 5 GEAR UP high schools participated in college fairs for an average of 6 hours per student and three-quarters of the students met the dosage target of 3 hours (Figure 7);
- 827 students from 11 GEAR UP schools took part of college week activities with an average of 3 hours of programming per student; almost half (48 percent) met the dosage target of 2 hours(Figure 7); and
- 959 students from 21 GEAR UP schools went on one or more college visits and all of them met the expected dosage of 3 or more hours (Figure 7).

Figure 7: Level of Participation in Career and College Experiences



High School Findings from the Qualitative Study. Two major initiatives were designed to promote college awareness at the high schools. The first was “college week,” which was designed to introduce students to different colleges, teach them about financial aid, and get them excited about the possibility of going to college. Activities for college week included college trivia contests, college “spirit” days where the students and teacher wore college paraphernalia, alumni guest speakers, college of the day, and financial aid and scholarship workshops. Seven of the eight high schools held a “college week” at their schools.

The other major initiative was college trips. Participation in college trips varied widely by school from a low of 11 percent of students at Frankford High School to a high of 62 percent of students at Roxborough (it should be noted that the sizes of the GEAR UP cohorts at these schools also varied widely). The students in focus groups often said that their favorite GEAR UP activity was the college trips because they were able to see what a college campus looked like and to interact with college students. Several teachers and school staff said they thought the trips are very beneficial for students. A history teacher at Lincoln High School said that the trips were good for the students because the experience encourages students to go to college. This comment is supported by information gathered through student focus groups. Many students said that the college trips inspired them to want to go to college. One student at South Philadelphia High School said that “when I came (to high school) I did not want to go to college at all, but through the trips we went to I have started thinking about college.”

Summer Programming

Through GEAR UP, students in the target schools had the opportunity to participate in a variety of summer learning experiences in summer 2011. Examples included: Summer Bridge programs, a one-week camp experience focused on math and life skills at Villanova University, Friends Central, a three-week math, literacy, basketball and life skills camp; a four-week Science and Math camp at Temple University for rising eighth-grade students; and Freedom Schools, a five-week summer enrichment program. These are described in detail below.

- **Summer Bridge Program.** Summer Bridge was a five-week high school preparation program that was hosted at each high school. The goal of the program was to prepare incoming ninth graders for the demands and expectations of high school. Staff and teachers at Summer Bridge prepare students so that they will be academically prepared to start in the fall. Staff also explained the importance of high school success for post-secondary options. All graduating eighth grade students were encouraged to attend the Summer Bridge program at their new high schools. Site monitors began working at their school during Summer Bridge. This was their opportunity to get to know the students and tell them about GEAR UP. Summer Bridge was also an opportunity to recruit students for the AVID elective class. Many AVID students said that they were recruited for the class during Summer Bridge.
- **Camp at Villanova University.** Students spent a week on the campus of Villanova University. Students attended classes in math, science (robotics and electric energy,) athletics (Soccer lacrosse fencing tennis), line dancing and a hip hop performance class. Students in the focus group said they heard about the camp from their middle school GEAR UP site monitor or AVID teacher. Students said they decided to come to camp because it would look good on their high school application.

Students described the instructors as “trusting and comfortable” and that the staff and the camp really cared about them more than their teachers. Students said their favorite class of the week was the hip hop class, followed by the athletics. One student said that participating in the hip hop class helped him get over his fear of public speaking. Students said that they think some of the skills they learned in the math class helped prepare them for when they start high school in the upcoming month.

- **Basketball Camp at Friends Central.** In July of 2011, students had the opportunity to attend a basketball camp at Friends Select School. The purpose of the camp was to provide a fun activity of students while giving them math and science enrichment. Students were recruited by their school’s GEAR UP monitor. Students attended the camp Monday-Thursday from 9am-2:45pm. Students’ daily activities included a daily assembly, math class, reading class, basketball, coaching, lunch, swimming and free time. Also, guest speakers came to talk to the students about college and sports scholarships. Most of the students in the focus group said that they learned new math skills during camp. Students also said they learned more about pronouns, prepositions, conjunctions and grammar in reading class. Students reported that the teachers were strict and expected a lot of effort out of them, but they knew this was because the staff cared about them. Students said their favorite activities were basketball and swimming, and several students enjoyed math class. They said they believed that what they learned will help them in the upcoming school year, because what they learned will put them ahead of their classmates.
- **Science and Technology Camp at Temple University.** In July of 2011, students attended a four-week Science and technology camp at Temple. Students heard about the camp from either their guidance counselor or their GEAR UP site monitor. In order to attend the camp, students had to complete an application and parents were notified if their child was accepted. Daily activities included a group lecture, science class, and lunch. The camp covered several different topics such as Forensics and robotics. Students also participated in interactive science presentations. One such presentation, students learned about gases and air density while holding and popping balloons with liquid nitrogen in them. The students said the instructors were “awesome,” “cool” and “have a lot of knowledge” about science. In addition to the instructors, there were college students helping in the classroom. Students said that “the classes here are way more fun than school.” One student said that the science camp helped her understand science better than she had in school. She said that before the camp “I didn’t really understand it (science). It was like words in a book, but now I understand it because it’s hands on.” Students also said that they think the information they learned about scientific theories, such as Newton’s theory of gravity, will help them during the school year. Eight out of the nine students in the focus group said they wanted to go to college and major in science.

Family Engagement

Research suggests that families from lower socio-economic tiers are less knowledgeable about the college preparation process and college entrance requirements (IHEP, 2007). In addition, for recent immigrant families, challenges are often compounded by language difficulties and less first-hand experience with the academic process (Pallas and Riehl, 2004). Without knowledge in this area, parents and students may overestimate the cost of college, which in turn may inhibit students' postsecondary aspirations and planning (IHEP, 2007). If this is so, expanded efforts must be implemented to comprehensively inform students and parents of the options that are available for financing college since such efforts could ultimately improve college enrollment rates among the low-income population (Louie, 2007). To address these issues, college and career awareness activities and workshops were offered to GEAR UP students and their families to provide them with the resources needed to understand the college entrance requirements and the process for completing a college application and applying for financial aid.

Recognized as a best practice in the field, parental involvement has been shown to play a significant role in improving students' educational outcomes and supporting their educational career development aspirations and fulfillment (Hackett & Byars, 1996; Hoffman & McDaniels, 1991).

Findings from Participation Data. As noted previously, in Year 3, 752 parents participated in GEAR UP-sponsored activities, including family events, workshops and Golden Ticket ceremonies.

Findings from the Qualitative Study. Parent participation was a challenge at all of the schools. The site monitors at each school worked with the schools' parent liaison to disseminate information to parents about GEAR UP. The parent liaisons also held regular informational meetings for parents. The frequency of these meetings ranged from monthly to once a semester. Site monitors attended these meetings to connect with parents. At some of the meetings, the site monitors presented information related to GEAR UP, such as how to access students' ILPs online and financial aid for college.

The site monitor at Vaux said that they had success getting parents to come to the meetings by offering practical incentives, such as turkeys and hams during the Thanksgiving holiday period. Also, the site monitor at University City was able to get 50 parents to come to the first parent meeting of the school year. The vice principal and AVID instructor said that the site monitor's success was due to the fact that she made it a point to get to know each student's parents on a personal basis. Site monitors also invited parents to Golden Ticket ceremonies. At Ben Franklin High School, 50 parents came to the last Golden Ticket Ceremony. The site monitor attributed the high level of parent turn-out to the fact that as an incentive for coming to the ceremony, she held a raffle for tickets to a Philadelphia 76ers basketball game. Students in the focus group in Frankford said that their parents do not go to parent meetings because "they think it's boring." Also, some students said that their parents do not speak English, and the language barrier stops them from coming to the meetings.

Staff Professional Development

In order to effectively implement the rigorous curricula that will help students move on to a successful college and career, schools must ensure that teachers are prepared to offer this type of instruction. Such professional development is a major component of the Philadelphia GEAR UP project. Training will focus on subject-area instruction as well as on skills and strategies recommended for use with students who are learning new skills, such as identifying individual strengths and adjusting instruction accordingly (TERI, 2007; PREL, 2003). While teacher development is an essential component of the project, there are also other types of school staff who are instrumental in preparing students for success in college and beyond. During Year 3, GEAR UP sponsored six professional development sessions for high school staff. Each session had on average 31 participants, mostly teachers and a few administrators. Topics covered in these trainings included: Common Core Competencies, Teaching in the 21st Century, Writing in the Classroom, and Project Based Learning.

Overarching Findings from the Implementation Study

Staff interviews and student focus groups were completed at all eight high schools, and based on our data collection and assessment of student activity data, most components of GEAR UP were implemented as described in the Ninth Grade Action Plan. GEAR UP activities began at the eight GEAR UP Partnership grant high schools in the summer of 2011 with the Summer Bridge program for rising eighth grade students. Additionally, administrators at the high schools created staffing plans for GEAR UP activities such as AVID and identified staff for AVID professional development. Site monitors and GEAR UP managers were also engaged in program planning for the beginning of the school year. Each school had one assigned site monitor, who previously was assigned to work in elementary/middle schools. Five of eight site monitors had established relationships with some of the incoming ninth grade students at their assigned high school because they were a site monitor at one or more of the feeder schools. At Lincoln, South Philadelphia and Roxborough high schools, very few of the incoming ninth graders were exposed to GEAR UP in their elementary/middle school.

The responsibility of each GEAR UP site monitor was to ensure the activities and deliverables in the 2012 Ninth Grade Action Plan were effectively implemented at their assigned school. Responsibilities included: collaborating with school personnel to plan activities; providing logistical support at the school so GEAR UP activities are effectively implemented; collaborating with other partners operating in the school to plan/implement joint activities such as college trips and fairs; and engaging students and their parents and promoting a college-going culture.

Based on fieldwork conducted at the eight high schools during the 2011-2012 school year, it appeared the site monitors at each of the eight GEAR UP Partnership Grant high schools effectively embedded themselves in the high schools. There was consistency in the site monitors assigned to each of the eight high schools for the entire school year and students and school staff at each school reported having developed good relationships with the site monitor. By the time field work was being completed in May/June 2012 – it was apparent that the site monitors were collaborating effectively with school staff and other partners in each high school. Each school had a core group of ninth graders actively engaged in many facets of GEAR UP, and awareness and support for GEAR UP among staff and students had grown over the course of the school year.

Successful Transition to the High Schools

Based on our data collection and review of student activity data, GEAR UP has successfully transitioned to the eight high schools and most major components of GEAR UP were implemented at each school. Here is an overview of what the GEAR UP program has achieved in the first year of implementation in the high schools:

- **AVID:** Every school had at least one rostered section of AVID being taught every day by a dedicated AVID instructor.
- **Academic Support:** In-class and out-of-class tutoring was available at all eight schools by Education Works, college tutors or City Year volunteers.
- **Student Goal Setting:** Most ninth graders at each school created and then reviewed their ILPs periodically throughout the school year. The ILPs included goals identified by each student that focused on setting academic benchmarks, behavior changes, or other personal achievements.
- **Promotion of STEM activities:** STEM careers and college pathways are being promoted at six of the eight high schools that had an active Robotics Club that met weekly.
- **College and Career Awareness:** A college-going culture and career awareness is being promoted at all the high schools through guest speakers, career shadowing events, college fairs, promotional events, workshops, and especially trips to post-secondary institutions.
- **Parent Outreach:** Site monitors effectively coordinated with parent liaisons at all eight high schools and have used a variety of institutional mechanisms (such as automated letters, phone calls, and scheduled events) to reach out to parents and disseminate information about GEAR UP.
- **Honoring Student Behavior and Academic Performance:** Students are being recognized for achievements and Golden Ticket Ceremonies occurred at each school honoring both honor roll students and other students for attendance, good behavior or citizenship.
- **Buy-in to GEAR UP:** Most importantly, it appears the site monitors were able to develop effective working relationships with school staff and administrators. Staff and administrators at all eight schools appear to have bought-in to GEAR UP and are supportive of GEAR UP activities. Although administrators at only five schools participated in interviews, they all reflected positively on GEAR UP and felt the site monitors effectively ran the GEAR UP program.

Promotion of a College-Going Culture

At all eight schools, site monitors are creating synergy across the various GEAR UP activities to promote a college-going culture. Events such as college week, college fairs, and career speakers introduce students to a wide range of colleges, universities, and career pathways. Site monitors and teachers reinforce student interest in colleges and universities by daily exposure to promotional materials, banners and other displays throughout the high schools. Ninth grade students are also beginning to learn about the nuts and bolts of the requirements for getting into college. For example, developing and reviewing ILPs has helped students begin to learn about how their GPA and credit completion affect college enrollment. Finally, college trips exposed students to life on a college campus and helped inspire students to set goals for their future.

Education Works Tutors In-class and Out-of-Class Support

At six of the eight high schools, Education Works tutors were present in the school for the majority of the school year and they provided vital classroom support in math, English and AVID classes at each school. Education Works tutors' support of the tutoring component of AVID was particularly useful in schools that had a difficult time retaining college student tutors. The Education Works tutors also provided in-class support for ninth grade content courses, usually math or English. In-class support consisted of managing the classroom and providing additional guidance and support to students falling behind or struggling with a particular lesson. Although tutoring outside of classes is a service many students do not utilize, the Education Works tutors maintained hours after school and during lunches to provide tutoring support to those who requested it.

Use of Best Practices in AVID Implementation

Although AVID got off to a rough start in some of the eight high schools, there is evidence that implementation of AVID in the eight high schools did adhere to most AVID implementation best practices described in *AVID Program Implementation Essentials* and detailed in the summary of AVID implementation on pages 19 and 20. In particular, there was strong evidence of staff and student buy-in to AVID and it appears that the implementation and impact of AVID will continue to expand in the schools in future years. As more teachers receive training and become proficient in the implementation of AVID and the use of Cornell Notes, the institutionalization of AVID should also expand and students who are not enrolled in the AVID elective courses will begin to benefit more from widespread use of AVID techniques.

Planning for the 2012-2013 School Year and Expansion of GEAR UP

At all eight high schools, there was a sense that 2011-2012 was in many ways a "pilot" year for GEAR UP. Administrators, teachers and counselors all felt that with additional training and guidance from the school district that buy-in, especially for AVID, would increase in 2012-2013. AVID coordinators and instructors during interviews also reflected on lessons learned during the 2011-2012 school year, and it was clear they felt implementation of AVID would improve next year. Despite the fact that school staff

were already thinking ahead to next year, there was still a sense of fear that additional layoffs or staff changes could negatively impact GEAR UP implementation again in 2012-2013. Even though there was a lingering fear of another budget crisis this summer, school staff and administrators are quite excited to see GEAR UP continue to expand in their schools.

Particularly among content teachers who were only involved in GEAR UP on the periphery, there appeared to be some confusion about how GEAR UP and AVID would continue to be rolled out in the high school. Some teachers did not realize GEAR UP was a multi-year grant that would follow the 2011-2012 and 2012-2013 ninth grade cohorts all the way through their high school careers. Additionally, many AVID instructors/coordinators were unsure of the school plans for expanding AVID enrollment or identifying new teachers to support AVID. It appears that efforts to disseminate future GEAR UP plans to school staff need to be improved (and timely).

Implementation Challenges

The following implementation challenges were identified as part of the implementation evaluation:

- **Staff turnover created challenges getting AVID up and running.** AVID was most directly affected by staff turnover caused by district budget reduction because it disrupted AVID staff training and the formation of effective AVID site teams. Five of the eight high schools experienced disruption to the AVID site team as a result of staffing changes. At these five schools, teachers were assigned to teach or coordinate AVID on short notice and sometimes without training. At four schools, the AVID instructor initially had little or no training in the implementation of AVID. In the three schools with a robust AVID site team (Frankford, Roxborough, and University City), Cornell Notes was used in most of the ninth grade content courses and it appeared the AVID site team collaborated effectively. At the other five schools, because many of the ninth grade content teachers at the schools did not participate in the summer AVID training and were not engaged in regular AVID site team meetings, implementation of Cornell Notes in content classes was not consistent. Two schools (Edison and South Philadelphia) did not follow the prescribed AVID recruitment protocols and students did not voluntarily enroll in AVID, which created challenges keeping students engaged that were not motivated.
- **In some high schools, there were low levels of student utilization of tutoring.** Although there appears to be ample opportunities for students to receive tutoring assistance, it was reported that few students who needed additional help were taking advantage of the available tutoring, except when offered during class.
- **There was a lack of buy-in towards ILPs.** Although some students during focus groups reflected positively on their ILPs, many other students could not remember their goals. Student ambivalence towards the ILPs is exacerbated by the technological barriers (forgotten passwords, inability to access student net). At three schools, the GEAR UP site monitor and ninth grade counselor were able to coordinate efforts to complete ILPs with most ninth grade students. But, with large cohorts of ninth graders, student ambivalence, and technological problems – completing ILPs with all the students, as well as reviewing them every marking period, proved difficult. Because of this administrative challenge, some teachers/counselors did not buy-in to the activity either.

- **There were low levels of cohort-wide exposure to GEAR UP activities in some of the high schools.** Many students in the ninth grade cohort have low levels of exposure to GEAR UP activities. Many students only participate in a handful of brief activities, such as college week or college fairs. Students need more opportunities for sustained exposure to GEAR UP activities.
- **Philadelphia Freedom Schools' Student Action Committee did not gain any traction in schools in 2012.** Although Philadelphia Freedom Schools made efforts to recruit and organize students in each of the eight high schools, Student Action Committees did not materialize in seven of the eight high schools. It appears this activity was not successful because the purpose/goal was not clearly expressed and staff from Philadelphia Freedom Schools were not present in the schools to promote it.

Despite some of the challenges, there were many successes and positive developments in the implementation of GEAR UP in the eight high schools. The schools have a solid foundation of committed staff and a core group of active students from which the program can grow.

A set of recommendations stemming from the evaluation is presented in the conclusions section of this report.

V. Findings From the Outcome Study

This section of the report presents the results from the outcome study, which draws from an analysis of academic, achievement, and survey data. The section begins with a summary of the progress of the project towards the performance measures established for the grant, and follows with a detailed description of results by project objective. It should be noted that PSSA and grade promotion data were not available at the time this report was written. Therefore, results from these analyses will be presented in the Year 4 first quarterly report. Outcome analyses presented in this section are based on the 3,588 students who attended a GEAR UP school for at least 60 school days, were in one of the target grades and were active in any district school as of June (and therefore had available outcome data for the entire year).

Summary of Progress towards Project Objectives and Performance Measures

Table 8 presents findings for those performance measures for which data were available. A detailed discussion of these results is presented later in this section.

Table 8: Summary Results: Progress towards Project Objectives

Performance Measures	Years Assessed	Results for Year 3
Objective 1: To increase the academic performance and preparation for postsecondary education for GEAR UP students.		
I.1: 80% of the student cohort will have successfully completed Pre-Algebra by 7 th grade. (GPRA)	1 & 2	Not applicable
I.2: There will be a 30% increase above the baseline (29.7% in 2005) for cohort students passing Algebra I in 8 th grade. (GPRA)	2 & 3	Eighth-grade math completion rates were used to assess Performance Measure 1.2. Results show that 96% of GEAR UP students in eighth grade passed their math courses, which represents a 320% increase over the baseline (29.7% in 2005); therefore, Performance Measure 1.2 was fully met.
I.3: There will be a 35% increase above the baseline (34.4% proficient in reading, 33.9% in math in 2005) for cohort students in grade 8; there will be a 50% increase above the baseline (13.1% proficient in reading, 7.5% in math in 2005) for cohort students in 11 th grade on the PSSA.	2 to 3 & 5 to 6	This Performance Measure will be assessed once PSSA data become available.

Performance Measures	Years Assessed	Results for Year 3
Objective 2: To increase the rate of high school graduation and participation in postsecondary education of GEAR UP students.		
2.1 Cohort students will attain an average daily attendance of 85%.	1 to 6	During the 2011-12 school year, GEAR UP students had an average daily attendance of 88%, revealing that Performance Measure 2.1 was met.
2.2: 90% of cohort students will meet the promotion requirements at each grade.	1 to 6	Data on promotion decisions were not yet available at the time this report was written.
2.3: 85% of cohort students will graduate from high school on time.	6	Not applicable
2.4: 80% of cohort's graduating seniors will enroll in postsecondary education.	6	Not applicable
2.5: There will be a 50% increase above baseline (2006) for: 1) 10 th graders in the cohort who meet or exceed the national average on the PSAT; 2) 11 th graders in targeted school who meet or exceed the national average on the SAT.	4 to 6	Not applicable
Objective 3: To increase GEAR UP students' and their families' knowledge about postsecondary options, preparation and financing.		
3.1: Each year, 75% of students and parents will increase their knowledge of college selection, application, and financial aid processes, so that by 12 th grade 80% are able to successfully complete the process.	1 to 6	Student and parent surveys were still being administered at the time this report was written. Therefore, results for this Performance Measure will be reported in the Year 4 first quarterly report.
3.2: There will be a 65% increase above baseline for cohort completing the college prep sequence.	6	Not applicable

Objective 1: To increase the academic performance and preparation for postsecondary education for GEAR UP students.

One of the main objectives of the Philadelphia GEAR UP Partnership is to provide students with the academic knowledge, skills and competencies they need to succeed in school, college and later in life. To do so, the initiative has put in place a wide range of academic supports for participating students and schools, including tutoring, skills-building activities such as AVID, and afterschool and summer academic enrichment opportunities. The evaluation was designed to assess changes in the academic performance of GEAR UP students over time. Results from an analysis of academic data are presented in this section.

Algebra Completion

Ensuring that students complete pre-Algebra by seventh-grade and Algebra by eighth grade is a critical area that GEAR UP is set to address by strengthening teachers' skills through professional development

and providing tutoring, academic enrichment, and study skills activities to students. Performance Measure 1.2 states that “there will be a 30 percent increase above the baseline (29.7 percent in 2005) for cohort students passing Algebra I in 8th grade (GPRA).” Given that Algebra I is only offered in the ninth-grade in the School District of Philadelphia, eighth-grade math completion rates were used to determine the baseline at the time the GEAR UP proposal was written. Results for Year 3 show that 96 percent of GEAR UP students in eighth grade passed their math courses, which represents a 320 percent increase over the baseline (30 percent passing rate in 2005); therefore revealing that Performance Measure 1.2 was fully met. Similarly, 96 percent of non-GEAR UP students also passed their eighth-grade math courses.

Number of Credits Earned

To assess the academic performance of GEAR UP ninth grade students, Metis obtained and analyzed data on the number of credits earned (students in ninth grade do not take the PSSAs). Results are presented in this section.

Descriptive Analyses

As shown in Table 9, ninth-grade GEAR UP students earned on average 5.2 credits during the 2011-2012 school year (students are expected to earn six credits each year). Students who were new to GEAR UP earned, on average fewer credits than students who participated in GEAR UP the previous year (5.1 compared to 5.4, respectively).

Table 9: Number of Credits Earned, Total and by New/Continuing Status

Student Group	N Students	Number of Credits Earned in 2011-2012		
		Mean	Minimum	Maximum
New GEAR UP Students	1,294	5.1	0.0	13.0
Continuing GEAR UP Students	501	5.4	0.0	13.0
All GEAR UP Students	1,795	5.2	0.0	13.0

Dosage Analyses

Dosage analyses were also conducted for high school students to determine whether the intensity of program participation (often also called program dosage) was associated with improved student outcomes, as measured by the number of credits earned. Specifically, GEAR UP students were categorized in four participation groups based on the number of hours of programming they received in core activities. The four groups were: no participation, low participation group (from 1 to 9 hours of programming), medium participation group (from 10 to 49 hours of programming) and high participation group (50 hours or more of programming).

As shown in Table 10, there were statistically significant differences among the different participation/dosage groups. Specifically, students who had higher intensity (dosage) of participation

earned, on average, more credits than students in the lower participation groups, after controlling for differences in their spring 2011 PSSA reading scores.

Table 10: Dosage Results for GEAR UP High School Students

Participation Group	N Students	Posttest Adjusted Mean Score ¹	F (Sig.) ²	Effect Size ³	Post Hoc comparison ⁴
None	39	4.597	28.428 (0.000)	0.54	None < Medium, High Low < Medium, High Medium > None, Low; Medium < High High > None, Low, Medium, High
Low	435	4.889			
Medium	386	5.437			
High	300	6.229			

¹ Posttest mean scores were adjusted to take into account pretest differences in baseline achievement.

² An asterisk denotes a statistically significant difference at the .05 level based on an analysis of covariance.

³ Effect size is a measure of the magnitude of the gains or losses.

⁴ Post hoc comparison tests were conducted to identify which groups differed from each other. Only group differences that were statistically significant are included in this column. For example, “None < High” means that students who did not participate in any GEAR UP activity had significantly lower test scores than students with high participation.

Regression Analyses

This section presents the results of a regression analysis for the 1,795 GEAR UP ninth grade students. This analysis examined the contribution of selected student characteristics and the intensity of services received to credit accumulation outcomes. The dependent variable in the regression model was students’ number of credits earned in 2011–12. The independent variables examined included students’ demographic characteristics (i.e., gender; minority status; ELL status; special education status; and FRL eligibility); 2011-2012 ADA; the total number of program activities they were involved in; and the number of program hours by type of activity (i.e., AVID, career awareness programming, college readiness programming⁹, tutoring, mentoring, robotics, My Journey to Success, and Golden Ticket Challenge); and whether students were new to GEAR UP or continuing¹⁰.

A stepwise regression model was used to determine which variables were significant predictors of students’ credit attainment. In the stepwise regression model, the independent variable that explains the greatest amount of variance in the regression model is loaded into the equation first, followed by the variable that explains the most residual variance, and so forth until no more variables explain residual variance. Only variables explaining variance with statistical significance are included in the model. The model for GEAR UP ninth grade students was only able to explain 45 percent of the variance in the

⁹ This measure includes college week, college fairs and college visits.

¹⁰ It should be noted that a second model was run to include the previous year’s ADA (instead of the current ADA) and the PSSA scores in reading and mathematics from the previous spring. However, 36 percent of cases were excluded from these analyses due to missing baseline data. Furthermore, this model was not able to explain as much variance in the dependent variable as the first model; therefore, results are only presented for the first model.

dependent variable (number of credits earned in 2011- 2012); therefore, results should be interpreted with caution since the model does not include important variables that would explain the rest of the variance.

Results presented in Table 11 show that:

- The average daily attendance (ADA) of GEAR UP students was the strongest positive predictor and it explained 40 percent of the variance in the dependent variable.
- The number of GEAR UP activities was also found to be a significant (and positive) predictor of students' credit attainment outcomes. For example, after holding everything else constant, participation in one additional GEAR UP activity leads to an increase of close to one fifth of a credit (.181).
- Although the number of hours of career programming and tutoring, as well as being female or English language learner (ELL) were also positive predictors, their contributions to explaining the variation in credit attainment was minimal.

Table 11: Regression Results for GEAR UP High School Students

Significant Predictors ¹	Standardized Coefficient Beta ²	R Square Change	R Square	F (Sig.)
2011-2012 ADA	.541	.400	.448	242.117 (.000)
Number of GEAR UP activities	.181	.432		
ELL Status	.104	.442		
Gender	.056	.445		
Hours of career programming	.051	.447		
Hours of tutoring	.036	.448		

¹Dependent variable: number of credits earned in 2011-2012. Variables that were not found to be statistically significant and were therefore excluded from the final model: special education status, free and reduced-price meals eligibility, new/continuing status, and number of hours in AVID, college readiness programming, mentoring, robotics, My Journey to Success, and Golden Ticket Challenge.

²The beta coefficients are the standardized regression coefficients and they represent the amount of standard deviation units the dependent variable changes when the independent variable changes one standard deviation and all other independent variables are held constant.

Objective 2: To increase the rate of high school graduation and participation in postsecondary education of GEAR UP students.

The ultimate goal of the Philadelphia GEAR UP Partnership initiative is to ensure that students graduate from high school and are prepared to successfully enroll and complete college, if they choose to attend. The project developed benchmarks that need to be achieved throughout their educational pathway, including being promoted to the next grade level and maintaining a good school attendance rate. High school graduation and college enrollment data will be obtained and analyzed for Year 6 of the project.

Grade Level Promotion

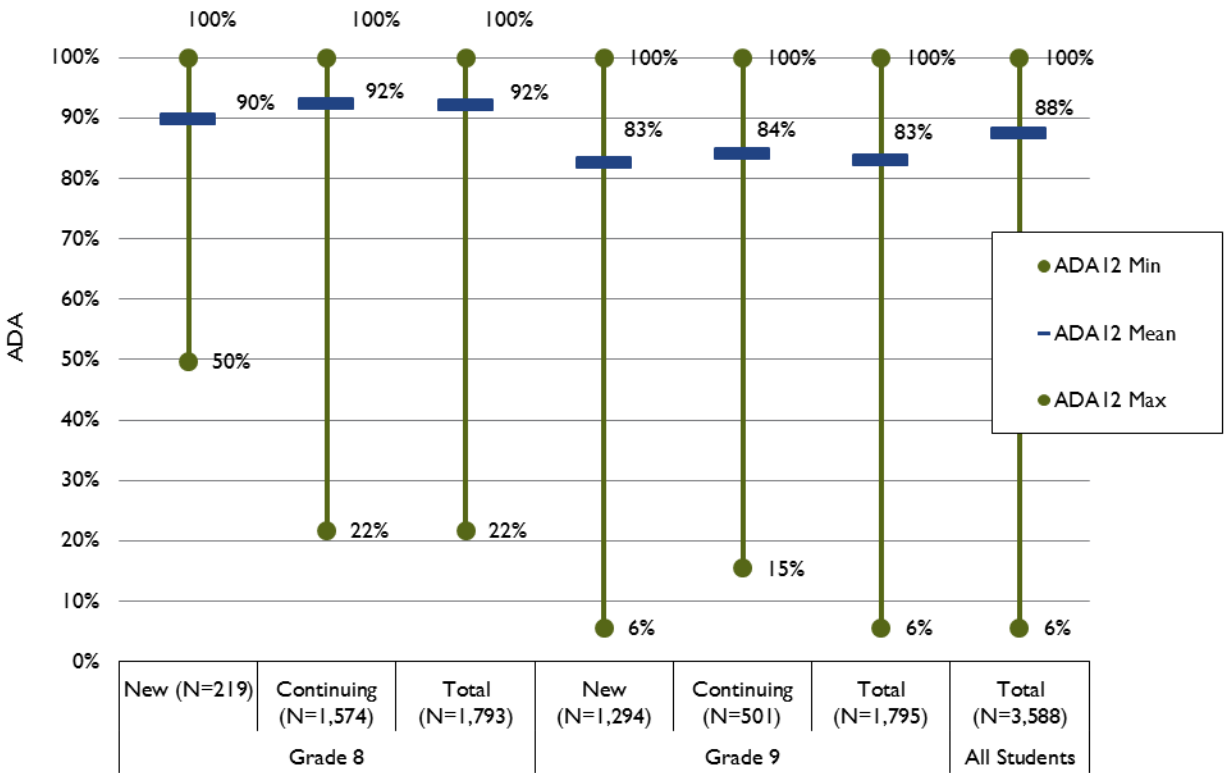
Data on grade promotion were not available at the time this report was written.

Average Daily Attendance

School attendance data were obtained from the SDP and analyzed, revealing that GEAR UP students, both in eighth and ninth grade, had an average daily attendance (ADA) of 88 percent in 2011-12; thus exceeding the 85 percent target under Performance Measure 2.1. As shown in Figure 8, middle school students had an average ADA of 92 percent, while high school students had an average ADA of 83 percent. Interestingly, students who had participated in GEAR UP the previous year had slightly better school attendance than students who were new at their schools.

Results presented in Table B-3 in Appendix B also show that the mean ADA varied widely across middle schools from a low of 87 percent at Dunbar to a high of 96 percent at Martha Washington Middle School. At the high school level, the mean ADA ranged from a low of 79 percent at Edison High School to a high of 88 percent at Roxborough High School. All middle schools met the 85 percent target, whereas only one high school, Roxborough, met the target.

Figure 8: **GEAR UP Students' 2011-12 Average Daily Attendance, Total and by Grade Level and New/Continuing Status**



Objective 3: To increase GEAR UP students' and their families' knowledge of postsecondary options, preparation, and financing.

Student and parent surveys were administered in May and June 2012 to assess, among other things, educational expectations, perceived barriers to college access, and knowledge of postsecondary options, preparation and financing. Due to the low response rates, the surveys will be administered again in early fall 2012 and results will be presented in the first Year 4 quarterly report, due in December 2012.

VI. Conclusions and Recommendations

The Philadelphia GEAR UP Partnership initiative is a collaborative effort that brings together multiple partners committed to improving the educational outcomes of close to 4,700 Philadelphia public school students. In Year 3 of the project, the Philadelphia GEAR UP Partnership provided a wide array of services and activities, including rigorous academic programming such as AVID, academic enrichment such as robotics, academic counseling and advising, tutoring, mentoring, and career and college experiences.

Results from the implementation and outcomes initiative revealed many important accomplishments of the initiative. The large majority of students in the GEAR UP cohort participated in at least one GEAR UP activity, including more than a quarter who participated in four or more activities. On average, students participated in 36 hours of GEAR UP programming. Furthermore, results also showed that the targets for participation that were set for Year 3 were met for most of the activities. The qualitative study, which focused on implementation at the high schools, revealed that GEAR UP has transitioned successfully into the eight participating high schools; with most components being implemented at each of these schools. The evaluation also found that the level of GEAR UP buy-in is high among school administrators and other staff and site monitors have already experienced successes in creating synergy across the various GEAR UP activities to promote a college-going culture.

Outcome data show that GEAR UP has fully met the performance measures it was set to achieve (for which data were available), including high math course completion rates and average school attendance. Furthermore, the intensity of program dosage was also associated with better achievement outcomes for the GEAR UP high school students. Specifically, after controlling for differences in spring 2011 PSSA scores, ninth-grade students who had higher levels of GEAR UP dosage earned, on average, more credits than students with lower participation. The number of GEAR UP activities students are involved in was also found to be a positive, significant predictor of credit attainment outcomes.

Based on Year 3 evaluation findings, Metis and BAI make the following recommendations to the Philadelphia GEAR UP Partnership:

- ❖ ***Clearly communicate in advance the plans and goals of the GEAR UP program in the high schools for the 2013 school year.*** As noted above, there appeared to be some confusion among school staff about the continued roll out of GEAR UP in the high schools. By clearly communicating plans for 2012-2013, staff will better understand the goals and activities of GEAR UP and will be more likely to support implementation from the start of the school year.
- ❖ ***Identify (and train) new staff to support AVID and participate in the site team that will not be transferred, reassigned or laid off.*** Throughout this report the impact of staff turnover on AVID was described. Numerous staff members at schools were provided costly training in AVID only to be laid off or reassigned. To maximize grant resources, staff who cannot be re-assigned to other classes or schools (or laid off) should be identified to support AVID and participate in training to ensure continuity of the AVID site team.

- ❖ ***Closely monitor and provide additional AVID technical assistance to the schools that need additional support with student recruitment, maintaining an AVID site team, and rolling out Cornell Notes in content classes.*** Both South Philadelphia and Edison High Schools should be monitored closely to ensure AVID student recruitment protocols are followed in 2012-2013. Additionally, the five high schools that struggled to develop a robust AVID site team and make preliminary steps to institutionalize the use of Cornell Notes in 2011-2012 (Ben Franklin, Lincoln, Vaux, South Philadelphia and Edison) should be monitored closely, and when necessary, provided with hands-on support and technical assistance.
- ❖ ***Engage more staff (such as teachers and Education Works tutors) in the quarterly review of student ILPs to lessen the administrative burden on counselors and to increase the one-on-one time for students to discuss and review their personal goals.*** In the schools with larger ninth grade cohorts, such as Edison, completing and reviewing ILPs is a substantial task. By engaging more staff (such as Education Works tutors or teachers) in the process, it will help ensure ILPs are consistently reviewed with all students. Additionally, with added staff supporting this task, students will receive more one-on-one support with their ILPs and can be encouraged to take the process more seriously.
- ❖ ***Increase awareness of available tutoring services, promote available tutoring services to all ninth grade teachers and encourage teachers to offer incentives to students who utilize tutoring services outside of the classroom.*** Because student utilization of tutors was reported to be low at the high schools, efforts to increase staff and student awareness of available tutoring services might help more students, particularly those who are under-performing, take advantage of tutoring services. All ninth grade teachers should be made aware of the tutoring services and schedules so they can refer students who need additional support to tutors. Also, if teachers incentivize student use of tutors (for example, by providing passes to college visits), more students may be encouraged to seek help through this service. Another strategy to increase student awareness of tutoring services is to encourage Education Works tutors to interact with students in non-tutoring activities. For example, Education Works tutors could help review student ILPs with students who have low GPAs. As part of the review process, Education Works tutors could help students establish tutoring goals that are added to their ILPs. Another activity that Education Works tutors could support is chaperoning college trips. This would provide another opportunity for Education Works tutors to build positive relationships with students in a non-academic setting.
- ❖ ***Improve efforts to effectively implement programs that focus on helping students develop their social and leadership skills.*** At each of the eight high schools there was student interest in the social and leadership opportunities of the Philadelphia Freedom School Student Action Committees. Unfortunately, inconsistent implementation and a lack of a program vision hindered program momentum. Future efforts to provide students with leadership opportunities should be implemented consistently by a staff person who will regularly interact with and motivate students. Additionally, the program needs to be scheduled on a consistent basis to maintain student interest. Finally, a leadership program should encourage student voice and decision-making to increase student buy-in.
- ❖ ***Engage high-need students in GEAR UP.*** Our analysis of GEAR UP participation data revealed that high-needs students are less likely to participate in GEAR UP activities. GEAR UP monitors and school staff need to conduct active outreach and follow-up with these students in order to insure that they benefit from participation in GEAR UP.

- ❖ *Engage a larger number of the GEAR UP student cohort in multiple activities.* As noted earlier, many students are only engaged in GEAR UP through one-time or limited activities. To create a college-going culture in the high schools, it is important that all ninth grade students get exposed to a variety of college awareness activities. This will also help build student buy-in to GEAR UP. Activities such as “college week” or college visits are good opportunities for students to learn about careers and post-secondary education. At South Philadelphia High School, regularly scheduled ninth grade assemblies are used to expose students to GEAR UP and other college and career awareness messages. The assemblies have been particularly useful since there was initially low student awareness of GEAR UP because South Philadelphia High School had no feeder elementary/middle schools that participated in GEAR UP. Program staff should continuously review program participation data at the school and activity level to monitor implementation and ensure that activities are being implemented as planned. In addition, the evaluators should continue to provide information as to who is participating in which activities to ensure that all students have an equitable access to the opportunities offered through GEAR UP.

Appendix A: Project Objectives and Performance Measures

Table A1: List of Project Objectives and Performance Measures

PROJECT OBJECTIVES AND PERFORMANCE MEASURES
<p>Objective 1: To increase the academic performance and preparation for postsecondary education for GEAR UP students.</p> <ul style="list-style-type: none"> • Performance Measure 1.1: 80% of the student cohort will have successfully completed Pre-Algebra by 7th grade. • Performance Measure 1.2: There will be a 30% increase above the baseline (29.7% in 2005) for cohort students passing Algebra I in 8th grade. • Performance Measure 1.3: There will be a 35% increase above the baseline (34.4% proficient in reading, 33.9% in math in 2005) for cohort students in grade 8; there will be a 50% increase above the baseline (13.1% proficient in reading, 7.5% in math in 2005) for cohort students in 11th grade on the Pennsylvania's System of School Assessment test (PSSA).
<p>Objective 2: To increase the rate of high school graduation and participation in postsecondary education of GEAR UP students.</p> <ul style="list-style-type: none"> • Performance Measure 2.1: Cohort students will attain an average daily attendance of 85%. • Performance Measure 2.2: 90% of cohort students will meet the promotion requirements at each grade. • Performance Measure 2.3: 85% of cohort students will graduate from high school on time. • Performance Measure 2.4: 80% of cohort's graduating seniors will enroll in postsecondary education. • Performance Measure 2.5: There will be a 50% increase above baseline (2006) for: <ol style="list-style-type: none"> 1) 10th graders in the cohort who meet or exceed the national average on the PSAT 2) 11th graders in targeted school who meet or exceed the national average on the SAT.
<p>Objective 3: To increase GEAR UP students' and their families' knowledge of postsecondary options, preparation, and financing.</p> <ul style="list-style-type: none"> • Performance Measure 3.1: Each year, 75% of students and parents will increase their knowledge of college selection, application, and financial aid processes, so that by 12th grade 80% are able to successfully complete the process. • Performance Measure 3.2: There will be a 65% increase above baseline for cohort completing the college prep sequence.

Appendix B: Additional Results

Table B-1: **GEAR UP Student Characteristics, Overall and by School**

School name	Total GEAR UP students ¹	% GEAR UP students							
		Female	Race/ethnicity					ELL	Students with disabilities
			African-American	Latino	White	Asian	Other		
Arthur, Chester A.	15	47%	87%	7%	0%	7%	0%	0%	20%
Bache-Martin	36	53%	86%	6%	8%	0%	0%	3%	14%
Clemente, Roberto	176	45%	30%	69%	1%	1%	0%	25%	25%
Cooke, Jay	47	38%	87%	9%	0%	2%	2%	11%	15%
DeBurgos, Julia	81	48%	1%	95%	2%	0%	1%	33%	16%
Drew, Charles R.	27	52%	74%	11%	0%	15%	0%	19%	4%
Dunbar, Paul Laurence	14	50%	93%	7%	0%	0%	0%	0%	29%
Edison, Thomas A.	330	46%	17%	80%	2%	0%	1%	30%	18%
Edmunds, Henry R.	90	47%	64%	20%	11%	2%	2%	16%	22%
Fairhill	49	49%	27%	69%	2%	0%	2%	14%	20%
Feltonville A&S	223	54%	20%	60%	5%	9%	5%	21%	13%
Ferguson, Joseph C.	26	54%	65%	35%	0%	0%	0%	4%	4%
Frankford	376	41%	54%	34%	10%	1%	2%	11%	23%
Franklin, Benjamin	185	40%	86%	8%	2%	4%	1%	5%	20%
Harding, Warren G.	270	45%	56%	32%	10%	1%	2%	9%	29%
Harrison, William	21	52%	95%	5%	0%	0%	0%	0%	33%
Hopkinson, Francis	74	59%	23%	61%	8%	5%	3%	16%	14%
Juniata Park Academy	111	47%	21%	68%	1%	7%	4%	23%	14%
Kearny, Philip	34	38%	91%	6%	3%	0%	0%	0%	29%
Lincoln, Abraham	486	47%	38%	24%	32%	4%	2%	8%	22%
Marshall, Thurgood	56	59%	70%	25%	0%	5%	0%	14%	14%
Morrison, Andrew J.	67	51%	61%	30%	0%	9%	0%	15%	12%
Munoz-Marin, Luis	67	46%	13%	87%	0%	0%	0%	24%	22%
Olney Elementary	90	41%	61%	24%	1%	12%	1%	12%	9%
Potter-Thomas	36	61%	33%	67%	0%	0%	0%	6%	17%

School name	Total GEAR UP students ¹	% GEAR UP students							
		Female	Race/ethnicity					ELL	Students with disabilities
			African-American	Latino	White	Asian	Other		
Rhoads, James	60	53%	98%	2%	0%	0%	0%	0%	12%
Roxborough High School	125	46%	74%	4%	18%	2%	2%	2%	21%
Smith, Walter G.	54	44%	96%	2%	0%	2%	0%	0%	19%
South Philadelphia High School	171	46%	51%	8%	6%	35%	1%	35%	19%
Spring Garden	43	63%	93%	7%	0%	0%	0%	0%	7%
University City High School	164	53%	93%	2%	1%	2%	2%	4%	16%
Vaux High School	86	43%	99%	0%	0%	0%	1%	0%	22%
Waring, Laura W.	16	31%	81%	13%	6%	0%	0%	13%	19%
Washington, Martha	37	62%	100%	0%	0%	0%	0%	0%	24%
All Schools (N=34)	3,743	47%	51%	35%	8%	4%	2%	14%	20%

¹ This table is based on the SDP roster provided to Metis in June (and only includes students who were active as of June 2012).

Table B-2: Student Participation in GEAR UP Activities, by School Level

Activity Type	Middle Schools			High Schools		
	Number	% of Enrollment	Average Hours Per Student	Number	% of Enrollment	Average Hours Per Student
AVID Class and Tutoring	353	17%	111.5	248	10%	123.1
AVID Trips	239	12%	16.7	101	4%	10.8
Career Choices	794	39%	13.1	10	<1%	1
Career Shadowing	--	--	--	487	20%	3.7
College Fair	--	--	--	253	10%	5.5
College Week	270	13%	1.3	557	23%	3.4
College Visits	368	18%	11.3	591	24%	11.6
Golden Ticket Challenge	161	8%	2	1162	48%	2.1
High School Boot Camp	418	21%	5.9	--	--	--
Mentoring	212	10%	1.2	368	15%	3.3
My Journey to Success	897	44%	3.7	1532	63%	2.3
Other	615	30%	2.7	409	17%	15.3
Robotics	921	45%	3.4	214	9%	10.0
Student Action Committee	39	2%	13.8	123	5%	1.6
Tutoring	11	1%	0.6	691	29%	20.1
Total	1,812	89%	38.6	2,149	89%	34.1

Table B-3: 2011-12 Average Daily Attendance, by Grade Level and School

School Name	All students	
	N Students	11-12 Mean ADA
Arthur, Chester A.	15	92
Bache-Martin	37	95
Clemente, Roberto	180	91
Cooke, Jay	48	93
DeBurgos, Julia	82	92
Drew, Charles R.	26	95
Dunbar, Paul Laurence	16	87
Edison, Thomas A.	314	79
Edmunds, Henry R.	85	91
Fairhill	43	88
Feltonville A&S	219	92
Ferguson, Joseph C.	24	94
Frankford	352	82
Franklin, Benjamin	180	83
Harding, Warren G.	261	91
Harrison, William	20	95
Hopkinson, Francis	73	93
Juniata Park Academy	111	93
Kearny, Philip	34	96
Lincoln, Abraham	466	84
Marshall, Thurgood	59	94
Morrison, Andrew J.	67	93
Munoz-Marin, Luis	68	89
Olney Elementary	90	95
Potter-Thomas	33	91
Rhoads, James	57	92
Roxborough High School	127	88
Smith, Walter G.	52	89
South Philadelphia High School	146	83
Spring Garden	43	95
University City High School	142	83
Vaux High School	67	84
Waring, Laura W.	15	92
Washington, Martha	36	96
All Schools (N=34)	3,588	88

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